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ABSTRACT

This annotated bibliography and resource guide for early childhood trainers aims to provide an overview of the training materials used in the Child Development Associate (CDA) training programs throughout the country. The bibliography contains citations of books, training manuals, modules, and audiovisual materials and lists more than 140 printed sources and 36 audiovisual sources organized according to the CDA competency goals and functional areas, and by setting. The index topics, by functional area, are safety, health, learning environment, physical development, cognitive development, communication, creativity, self, social development, guidance and discipline, families, program management, and professionalism. The index topics, by setting, are family day care, home visitors, infants and toddlers, preschools, school-age programs, and training support. Each entry contains the title of the material; author's name; publisher's name, address, and phone number; price; annotation; and setting and functional area classification. Appendixes include a summary of the national demonstration projects in colleges for CDA training and assessment, a description of the CDA Professional Preparation Program, and a brief history of the Child Development Associate program. (SM)

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ED 363 395

RESOURCES FOR EARLY CHILDHOOD TRAINING:

An Annotated Bibliography

Council for Early Childhood Professional Recognition

Revised Edition
1993

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Resources for Early Childhood Training: An Annotated Bibliography

Resources For Early Childhood Training: An Annotated Bibliography

Council for Early Childhood Professional Recognition

The Council for Early Childhood Professional Recognition was founded in 1985 through the efforts of the National Association for the Education of Young Children. The Council administers the Child Development Associate (CDA) credentialing program, providing uniform procedures for assessing the competence of early childhood caregivers. The Council works to improve the professional status of early childhood workers and is helping to meet the growing need for qualified child care staff with the creation of the CDA Professional Preparation Program (CDA P_3).

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APPENDIX C **A-3**
What Is the CDA Program?

Introduction

The Council for Early Childhood Professional Recognition is pleased to offer the 1993 edition of *Resources for Early Childhood Training: An Annotated Bibliography*. It is our hope that the information will provide you with guidance and direction to meet the educational needs of candidates for the Child Development Associate Credential and others who work with young children.

This version of Resources builds upon the 1987 edition in many areas. The extensive index of resources is organized into the 13 CDA Functional Areas and you will find many of the old early childhood classics. The new entries represent the proliferation of materials available for early childhood teacher training during the last 10 years. Unfortunately, we were not able to include all of them. We have, however, chosen books, manuals, and videotapes that we think fill the most often cited gaps in resources for those who work with infants, toddlers, preschoolers, school-age, and children with special needs. Following each annotation, the name, address and telephone number of all publishers have been included for each resource cited. Please contact the publisher before ordering for the most up-to-date information on price.

This expanded version of *Resources* also describes some models for college-based CDA training programs that grew out of a project funded by the Administration for Children, Youth, and Families (ACYF) in the late 1980s. ACYF initiated requests for proposals in order to stimulate interest among colleges to establish training programs to prepare candidates to earn the Child Development Associate Credential. The goal was to create diverse demonstration models of training and assessment and to develop print and media resource materials. These demonstration models created pockets of interest and groups of caregivers with CDA Credentials in distinct geographic areas and with diverse demographic characteristics.

During the course of this demonstration project, training grants spanning seventeen months were awarded to forty-five (45) colleges representing a wide geographic and demographic area. The summary report, presented as Appendix A, gives information which these colleges provided concerning their training programs, products, challenges, solutions, resources, disappointments, and suggestions for future programs. Their experiences are presented to assist colleges both in their decision to provide CDA training and in the implementation of their training programs.

In Appendix B, we present the Council's own nationwide one-year training program, the one-year CDA Professional Preparation Program. This new program (established in 1991) was designed to provide uniform and accessible training for individuals who would like to become CDAs.

We hope this expanded and updated *Resources* will benefit teachers and students who work with children aged birth to school-age. When used, we know this publication will help you meet the challenge of enhancing the quality of care for the nation's children.

CDA COMPETENCY GOALS AND FUNCTIONAL AREAS

CDA COMPETENCY GOALS	FUNCTIONAL AREAS
I. To establish and maintain a safe, healthy learning environment.	1. **Safe**: Candidate provides a safe environment to prevent and reduce injuries. 2. **Healthy**: Candidate promotes good health and nutrition and provides an environment that contributes to the prevention of illness. 3. **Learning Environment**: Candidate uses space, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.
II. To advance physical and intellectual competence	4. **Physical**: Candidate provides a variety of equipment, activities, and opportunities to promote the physical development of children. 5. **Cognitive**: Candidate provides activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children. 6. **Communication**: Candidate actively communicates with children and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings. 7. **Creative**: Candidate provides opportunities that stimulate children to play with sound, rhythm, language, materials, space and ideas in individual ways and to express their creative abilities.
III. To support social and emotional development and provide positive guidance.	8. **Self**: Candidate provides physical and emotional security for each child and helps each child know, accept and take pride in himself or herself and to develop a sense of independence. 9. **Social**: Candidate helps each child feel accepted in the group, helps children learn to communicate and get along with others, and encourages feelings of empathy and mutual respect among children and adults. 10. **Guidance**: Candidate provides a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group.
IV. To establish positive and productive relationships with families.	11. **Families**: Candidate maintains an open, friendly, and cooperative relationship with each child's family, encourages their involvement in the program, and support the child's relationship with his or her family.
V. To ensure a well-run, purposeful program responsive to participant needs.	12. **Program Management**: Candidate is a manager who uses all available resources to ensure an effective operation. The Candidate is a competent organizer, planner, record keeper, communicator, and a cooperative coworker.
VI. To maintain a commitment to professionalism.	13. **Professionalism**: Candidate makes decisions based on knowledge of early childhood theories and practices. Candidate promotes quality in child care services. Candidate takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.

Annotated Printed Materials Listed Alphabetically

1 * 2 * 3 ART
J. Warren
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $15

More than 200 open-ended activities in the areas of painting, gluing, printing, modeling, tearing and more are included in this compilation of ideas from parents and teachers across the United States.
Settings: Family Day Care, Infant/Toddler, Preschool
Functional Areas: Learning Environment, Creative

1, 2, 3 . . . THE TODDLER YEARS:
A PRACTICAL GUIDE FOR PARENTS AND CAREGIVERS
I. Van der Zande
Redleaf Press (1990), 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $9

This is an efficient, informative guidebook with a high degree of usability across multiple roles--parents, caregivers, extended family, friends, teachers, college instructors. This guide addresses daily challenges faced by toddlers and adults together. There is also a very helpful appendix of related readings.
Settings: Family Day Care, Home Visitor, Infant/Toddler
Functional Areas: Social, Guidance and Discipline, Families

ACTIVE LEARNING FOR INFANTS
D. Cryer, T. Harms, B. Bourland
Redleaf Press (1987), 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $23

Part of a four-volume series, this book provides developmentally and chronologically appropriate activities for infants in listening/talking, physical development, beginning language, creative activities and learning about the world around them.
Settings: Family Day Care, Infant/Toddler
Functional Areas: Physical, Cognitive, Communication, Creative, Self, Social

ACTIVE LEARNING FOR ONES

D. Cryer, T. Harms, B. Bourland
Redleaf Press (1987), 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $23

Part of a four-volume series, this book provides developmentally and chronologically appropriate activities for 1-year-olds in listening/talking, physical development, beginning language, creative activities and learning about the world around them.

Settings: Family Day Care, Infant/Toddler
Functional Areas: Physical, Cognitive, Communication, Creative, Self, Social

ACTIVE LEARNING FOR THREES

D. Cryer, T. Harms, and B. Bourland
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-830
Approx. $23.00

This fourth volume in the popular Active Learning series provides more than 300 activities geared for the fun-loving 3-year-olds in your care.

Settings: Family Day Care, Preschool
Functional Areas: Learning Environment, Physical, Cognitive, Communication, Creative, Self, Social

ACTIVE LEARNING FOR TWOS

D. Cryer, T. Harms, B. Bourland
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $23

Keep those busy 2-year-olds learning with than 300 activities in all areas of development--language, physical skills, creative activities, social play, and cognitive skills.

Settings: Family Day Care, Preschool
Functional Areas: Learning Environment, Physical, Cognitive, Communication, Creative, Self, Social

ACTIVITIES FOR SCHOOL-AGE CHILD CARE

R. Blau, E.H. Brady, B. Hiteshew, A. Zavitkovsky, D. Zavitkovsky
B. Blakey, C. Streibert
NAEYC (1977), 1509 16th St. N.W.
Washington, DC 20036-1426
80C 424-2460
Approx. $6

Try out hundreds of ideas for children ages 3 to 7, **plus** how to work with parents, staff and the community.

Settings: Preschool
Functional Areas: Learning Environment, Physical, Creative, Program Management

AGES AND STAGES

K. Miller
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $13

This book describes the stages of physical and intellectual development of children from birth to age eight. This unique guide for center- and home-based day care providers and CDA Candidates provides the knowledge base to plan developmentally appropriate days. It focuses on crucial caregiver behaviors and presents sample homemade materials to foster the child's emerging skills.

Settings: Family Day Care, Infant/Toddler, Preschool
Functional Areas: Healthy, Learning Environment, Physical, Cognitive, Communication, Creative, Self, Social, Guidance and Discipline

ALERTA, A MULTICULTURAL, BILINGUAL APPROACH TO TEACHING YOUNG CHILDREN

L. R. Williams, D. Gaetano
Addison-Wesley (1985)
Menlo Park, CA 94025
(619) 944-3700
Approx. $26

"Alerta" is a multicultural/bilingual program designed for use by early childhood programs and parents. It addresses the importance of using the collected experiences of children to build upon knowledge and skills in a joyful self-affirming manner. Discussion topics, activities and material lists are included.

Settings: Preschool
Functional Areas: Healthy, Learning Environment, Physical, Cognitive, Communication, Creative, Self, Social, Families, Program Management

AMERICAN RED CROSS CHILD CARE COURSE: CHILD DEVELOPMENT UNITS

American Red Cross (1990)
To place order contact local chapter
Stock No. 329433
Approx. $5

The American Red Cross has developed the Child Care Course to improve the quality of child care nationwide. This course focuses on health and safety with regard for child development, communicating with children and parents, and reporting child abuse.

Settings: Infant/Toddler, Family Day Care, Preschool
Functional Areas: Safe, Healthy

AMERICAN RED CROSS CHILD CARE COURSE: HEALTH AND SAFETY UNITS
American Red Cross (1990)
To place order contact local chapter
Stock No. 329432
Approx. $6

This course focuses on preventing childhood injuries, infant and child first aid, preventing infectious diseases, and caring for ill children.
Settings: Family Day Care, Infant/Toddler, Preschool
Functional Areas: Safe, Healthy

ANTI-BIAS CURRICULUM: TOOLS FOR EMPOWERING YOUNG CHILDREN
L. Derman-Sparks and the ABC Task Force
Redleaf Press (1991), 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $9

This book offers help and support for examining the curriculum, attitudes and expectations that we surround children with. Provided are practical ideas for explaining cultural, gender and racial differences, answering difficult questions, working with parents, and celebrating holidays.
Settings: Family Day Care, Preschool
Functional Areas: Healthy, Learning Environment, Cognitive, Communication, Creative, Self, Social, Families, Program Management

ART: BASIC FOR YOUNG CHILDREN
L. Lasky, R. Mukerji
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $5

Need suggestions for appropriate activities? See why coloring books and following patterns are **not** art.
Settings: Preschool
Functional Areas: Learning Environment, Creative

ATTITUDES, SKILLS, KNOWLEDGE . . . IN ACTION, A COMPETENCY BASED CURRICULUM

T. Hamby, M. Lewis
Institute of Child Study (1986), University of Maryland
College Park, MD 20742
(301) 454-2034
Volume 1: For Center-Based Preschool Teachers
Volume 2: For Home Visitors
Approx. $47 per volume

The two volumes of this training curriculum are consistent in content and design with the CDA Competency Structure and reflect and incorporate the CDA training criteria. Included are separate sections for each of the 13 Functional Areas; a delineation of the attitudes, skills and knowledge necessary for a CDA trainee to achieve competence and overall knowledge of the Functional Areas; and a complete set of learning activities, academic content references and Functional Area cross references. A companion document, *Sequential Skills Development for Academic Readiness*, by Marilyn Lewis, is also included.

Settings: Home Visitor, Preschool
Functional Areas: All 13 Functional Areas

BABY GAMES

E. Martin
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $15

Although written for parents, this is an excellent addition to any infant room or family day care home. A gentle, idea-packed book that encourages high-quality interactions between you and your infants.

Settings: Family Day Care, Infant/Toddler
Functional Areas: Cognitive, Communication, Creative, Social, Guidance

BEAUTIFUL JUNK: CREATIVE CLASSROOM USES FOR RECYCLABLE MATERIALS

J. Brackett and R. Manley
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $11

Two hundred creative ways to recycle boxes, cans and other throw-aways into classroom equipment and project materials.

Settings: Preschool
Functional Areas: Learning Environment, Creative

BEFORE THE BASICS: CREATING CONVERSATIONS WITH CHILDREN

B. Bos
Turn-the-Page Press (1983), 212 Riverside
Roseville, CA 95678
(916) 786-8756
Approx. $13

Stresses that the child-centered process is the key to children's learning through experience.

Settings: Preschool
Functional Areas: Learning Environment, Cognitive

BETTER BABY CARE: A BOOK FOR FAMILY DAY CARE PROVIDERS

The Children's Foundation (1986)
815 15th Street N.W., Suite 928
Washington, DC 20005
(202) 347-3300
Approx. $13

This book is full of critical information on the infancy period. It describes the practical implications of current research and provides down-to-earth explanations of infant behavior and guidelines for infant care. It includes suggestions for toys, games and activities appropriate for infants and toddlers.

Settings: Family Day Care, Infant/Toddler
Functional Areas: Safe, Healthy, Learning Environment, Physical, Cognitive, Communication, Creative, Self, Social, Guidance and Discipline, Families, Program Management

BEYOND THE STEREOTYPES: A GUIDE TO RESOURCES FOR BLACK GIRLS AND YOUNG WOMEN

National Black Child Development Institute
1023 15th St., N.W., 6th Fl.
Washington, DC 20005
(202) 387-1281
Approx. $6

Details criteria for selecting books, records, films and other materials of motivational value for black girls.

Settings: Preschool
Functional Areas: Learning Environment, Communication, Self, Social, Families

BIRTH TO ONE YEAR: MONTH-BY-MONTH DESCRIPTIONS OF THE BABY'S DEVELOPMENT WITH SUGGESTIONS FOR GAMES AND ACTIVITIES

M. Segal
The Newmarket Press (1984), 18 E. 48th Street
New York, NY 10017
800-669-3903
Approx. $12 Paperback
Approx. $22 Hardback

Helps parents and teachers match activities with the child's development.
Settings: Family Day Care, Infant/Toddler
Functional Areas: Healthy, Learning Environment, Physical, Cognitive, Communication, Self, Guidance and Discipline

BLACK CHILDREN: THEIR ROOTS, CULTURE, AND LEARNING STYLES

J. E. Hale
Johns Hopkins (1982), Business Office, 205 UPB
Provo, UT 84602
(410) 516-6960
Approx. $12

Provides a rich conceptual framework within which educators and social scientists can examine afresh their ideas about the development of the Afro-American child. This book should serve as an essential focal point for anyone developing curriculum or policy affecting the Black child and the American educational system.
Settings: Family Day Care, Preschool
Functional Areas: Cognitive, Communication, Self, Families

THE BLOCK BOOK

E. S. Hirsch, ed.
NAEYC (1984), 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $7

How well-equipped is your block area? Find out why blocks are a marvelous investment for learning through play.
Settings: Preschool
Functional Areas: Learning Environment, Physical, Cognitive, Creative, Social

BLUEPRINT FOR ACTION: ACHIEVING CENTER-BASED CHANGE THROUGH STAFF DEVELOPMENT

P.J. Bloom, M. Sheerer, J. Britz
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $29

Be the architect of an improved center! Learn to access your program for your strengths, weaknesses and organizational structure. Also save hours of work with the 27 assessments tools and 8 sample forms.

Settings: Center-Based Infant/Toddler, Preschool
Functional Areas: Program Management

CARE ABOUT KIDS? COME FLY WITH US INTO THE WORLD OF EARLY CHILDHOOD EDUCATION

H. W. Robinson
Education Dept., Muskegon Community College
221 S. Quarterline Rd.
Muskegon, MI 49442
(616) 773-9131
Free

This brochure describes the college's child care certificate programs and specifically its CDA program. Used for program publicity.

Training Support

CAREER CHOICES IN EARLY CHILDHOOD EDUCATION

H. W. Robinson
Education Dept., Muskegon Community College
221 S. Quarterline Rd.
Muskegon, MI 49442
(616) 773-9131
Free

This flyer promotes the college's child care certificate programs and specifically its CDA program. Describes designated curriculum to be followed in attaining the CDA Credential. Relates curriculum to the Associate Degree at the college.

Training Support

CAREERS WITH YOUNG CHILDREN: MAKING YOUR DECISION

J. W. Seaver, C. A. Cartwright, C. B. Ward, C. A. Heasley
NAEYC (1979), 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $7

What career options are there in the field besides teaching? The opportunities have never been greater.

Settings: Family Day Care, Preschool
Functional Areas: Professionalism

CARING: SUPPORTING CHILDREN'S GROWTH

R. M. Warren
NAEYC (1977), 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $4

Find positive ways to help children deal with the challenges of growing up, including divorce, abuse and death.
Settings: Preschool
Functional Areas: Healthy, Self, Social

CARING FOR INFANTS AND TODDLERS, VOL. I

D. T. Dodge, A. L. Dombro, D. G. Koralek
Redleaf Press (1991), 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $35

This comprehensive staff training program is based on the 13 functional Areas of the CDA competency standards. Each module has readings and worksheets that can be used in training sessions, or as a self-study program. Contains safety, physical, community, cognitive, healthy and learning environment modules.
Training Support
Settings: Infant/Toddler
Functional Areas: Safe, Healthy, Learning Environment, Communication, Cognitive

CARING FOR INFANTS AND TODDLERS, VOL. II

D. T. Dodge, A. L. Dombro, D. G. Koralek
Redleaf Press (1991), 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $35

Contains modules on creativity, families, social development, program management, professionalism and guidance. A very complete training program.
Training Support
Settings: Infant/Toddler
Functional Areas: Creative, Social, Guidance and Discipline, Families, Program Management, Professionalism

CARING FOR PRESCHOOL CHILDREN, VOL. I
D. T. Dodge, D. G. Koralek, P. J. Pizzolongo
Redleaf Press (1990), 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $35

A unique and personalized training program designed to help you acquire practical skills and knowledge for providing quality child care. Self-assessment exercises help you determine your progress and identify areas to work in. Contains excellent resources for directors and trainers and can also be used for self-training.

Training Support
Settings: Preschool
Functional Areas: Safe, Healthy, Learning Environment, Physical, Communication, Cognitive

CARING FOR PRESCHOOL CHILDREN, VOL. II
D. T. Dodge, D. G. Koralek, P. J. Pizzolongo
Redleaf Press (1990), 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $35

Contains the functional areas of Creative, Self, Guidance and Discipline, Families, Program Management and Professionalism.

Training Support
Settings: Preschool
Functional Areas: Creative, Self, Guidance and Discipline, Families, Program Management, Professionalism

CARING SPACES, LEARNING PLACES: CHILDREN'S ENVIRONMENTS THAT WORK
J. Greenman
Redleaf Press (1988), 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $30

Unique, insightful resource for those who create, adapt and cope with settings for young children. It explores the dimensions and qualities of children's environments and how they can be created. This book stresses the importance of using space creatively, imaginatively and with care.

Settings: Family Day Care, Infant/Toddler, Preschool
Functional Areas: Safe, Learning Environment, Physical, Creative

CHARACTER DEVELOPMENT: ENCOURAGING SELF-ESTEEM AND SELF-DISCIPLINE IN INFANTS, TODDLERS, AND TWO-YEAR-OLDS

P. Greenberg
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $11

This book answers many of the questions that arise repeatedly when caregivers or teachers get together and talk about quality infant and toddler care.

Settings: Infant/Toddler
Functional Areas: Communication, Cognitive, Self, Social, Guidance and Discipline

CHILD BEHAVIOR

F. L. Ilg, L. B. Ames, S. M. Baker,
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $11

Become more confident in guiding behavior with this practical and accessible child care guide. This book covers the basics of child development, addresses specific behavior problems, and offers strategies for preventing many behavior problems.

Settings: Family Day Care, Infant/Toddler, Preschool
Functional Areas: Guidance

CHILDREN WITH SPECIAL NEEDS IN EARLY CHILDHOOD SETTINGS: IDENTIFICATION, INTERVENTION, MAINSTREAMING

C. Paasche, L. Gorril, B. Strom
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $20

An easy-to-use, accurate reference that helps identify and plan intervention for children with special needs. Designed for everyone working with children and specialists who work with program staff.

Settings: Family Day Care, Infant/Toddler, Preschool
Functional Areas: All 13 Functional Areas

CHILDREN'S PLAY AND PLAYGROUNDS

J. L. Frost, B. L. Klein
Playgrounds International (1979), P.O. Box 33363
Austin, TX 78764
Approx. $17

Covers the nature and importance of play, designing and building safe playgrounds for all (including handicapped) children, checklists, and hundreds of drawings and photographs.

Settings: Preschool
Functional Areas: Safe, Learning Environment, Creative

THE CHILD'S CONSTRUCTION OF KNOWLEDGE: PIAGET FOR TEACHING CHILDREN

G. E. Forman, D. S. Kuschner
NAEYC (1983), 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $6

Explains why and how to apply Piaget in the classroom. An excellent bridge between theory and practice for those who work with children from 2 to 5!

Settings: Preschool
Functional Areas: All 13 Functional Areas

THE COMPUTER AS A PAINTBRUSH

J. Beaty
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $33

This excellent book, written in nontechnical language specifically for preschool teachers, details ways to use the computer as an activity center in the preschool classroom.

Settings: Preschool
Functional Areas: Learning Environment, Cognitive, Creative

CREATIVE ACTIVITIES FOR YOUNG CHILDREN

M. B. Chenfeld
Harcourt Brace Jovanovich (1983)
New York, NY 32821
800-346-8648
Approx. $34

A humanistic approach to child development through learning activities that appeal to children.

Settings: Family Day Care, Preschool
Functional Areas: Learning Environment, Cognitive, Creative, Program Management

THE CREATIVE CURRICULUM SERIES FOR EARLY CHILDHOOD

D. T. Dodge
Redleaf Press (1990), 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $40

There are four manuals in this series: Art ($8.95), Blocks ($8.95), House Corner ($6.95), Table Toys ($7.95). There is a Trainer's Guide ($4.95) to accompany each curriculum manual. In addition, there is an annotated review called "Resource Materials for the Creative Curriculum" ($6.95).

Training Support
Settings: Preschool
Functional Areas: Learning Environment, Cognitive, Creative

CREATIVE FOOD EXPERIENCES FOR YOUNG CHILDREN

M. T. Goodwin, G. Pollen
Redleaf Press (1991), 450 North Syndicate, Suite 5
St. Paul, MN 55104-4127
800-423-8309
Approx. $8

Make nutrition a part of the day, every day, with this wealth of nutrition ideas that build an appreciation for food. It includes activities for exploring and categorizing food, many cooking ideas, recipes, snack ideas, snacks children can cook, and suggestions for children's books to use with these activities.

Settings: Family Day Care, Preschool
Functional Areas: Healthy, Creative, Cognitive

CULTURAL DEMOCRACY, BICOGNITIVE DEVELOPMENT, AND EDUCATION

M. Ramirez III, A. Castaneda
Academic Press (1974)
New York, NY 32821
800-346-8648
Approx. $36

This book is concerned with how American society can promote and sustain its diversity and be sensitive to individual differences through educational pluralism. By focusing on the Mexican American, they have formulated a philosophy of education based on "cultural democracy." This philosophy serves as the foundation for a new educational policy designed to help children of diverse backgrounds learn effectively.

Training Support
Settings: Preschool
Functional Areas: Cognitive, Communication, Self, Families

CURRICULUM PLANNING FOR YOUNG CHILDREN

J. F. Brown, ed.
NAEYC (1982), 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $7

You know children learn through play--here's how to put it in action. The true basics of a good program, taken from the best of *Young Children*.

Settings: Family Day Care, Preschool
Functional Areas: All 13 Functional Areas

DEVELOPING AND ADMINISTERING A CHILD CARE CENTER, 2ND ED.

D. J. Sciarra, A. G. Dorsey
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $30

A comprehensive, how-to manual in starting up and operating a child care center. Up-to-date information on assessing your community's needs, getting licensed, motivating staff, working with boards, equipping a center, designing financial centers and more

Settings: Infant/Toddler, Preschool
Functional Areas: All 13 Functional Areas

DEVELOPING CROSS-CULTURAL COMPETENCE: A GUIDE FOR WORKING WITH YOUNG CHILDREN AND THEIR FAMILIES

E. W. Lynch, M. J. Hanson
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $38

This resource helps you understand your specific frame of reference (your own culture-specific attitudes and rituals) and the issues that arise when working with diverse cultures.

Settings: Family Day Care, Infant/Toddler, Preschool
Functional Areas: Self, Social, Guidance and Discipline, Families

DEVELOPING ROOTS AND WINGS: A TRAINER'S GUIDE TO AFFIRMING CULTURE IN EARLY CHILDHOOD PROGRAMS

S. York
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $25

This is a companion guide to *Roots and Wings* and serves as a resource for training. It includes goals, ice breakers, content information, personal growth activities and implementation strategies for each session.

Training Support
Settings: Preschool
Functional Areas: Professionalism

DEVELOPING SAFETY SKILLS WITH THE YOUNG CHILD

D. E. Comer
Redleaf Press (1991), 450 North Syndicate, Suite 5
St. Paul, MN 55104-4127
800-423-8309
Approx. $17

First aid, street safety, home safety and victimization prevention are skills that can be promoted and nurtured in young children. This curriculum guide provides not only a child-centered, nonthreatening approach to teaching safety skills, but also suggests ways to involve parents and the community.

Settings: Family Day Care, Preschool
Functional Areas: Safe, Healthy, Self, Social, Guidance and Discipline, Families, Program Management

DEVELOPMENTAL SCREENING IN EARLY CHILDHOOD: A GUIDE

S. J. Meisels
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $5

How to organize and conduct an exemplary early childhood screening program. Includes advice on selecting an appropriate screening instrument and sample forms.

Settings: Preschool
Functional Areas: Cognitive, Program Management

DEVELOPMENTALLY APPROPRIATE PRACTICE

S. Bredekamp
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $5

Need to define the value of play? Want to choose the best teaching strategies or materials? Wondering how to work with families? Concerned about testing? These long-awaited position statements will lead to informed decisions about essential components of good programs for young children.

Settings: Preschool
Functional Areas: Learning Environment, Cognitive, Creative, Self, Families, Program Management

THE DIFFICULT CHILD

S. Tureki
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55105-4125
800-423-8309
Approx. $10

This book will help you deal more effectively with temperamentally difficult children by explaining what causes their behaviors. It also helps you recognize positive potential in the "difficult" child.

Settings: Family Day Care, Preschool
Functional Areas: Self, Social, Guidance and Discipline

DIVERSITY IN THE CLASSROOM: A MULTICULTURAL APPROACH TO THE EDUCATION OF YOUNG CHILDREN

F. E. Kendall
Teachers College Press, P.O. Box 2032
Colchester, VT 05449
800-488-2665
Approx. $13

This book addresses the nature of cultural diversity in the United States and the implications for developing early childhood curriculum and for teaching young children.

Settings: Preschool
Functional Areas: Learning Environment, Communication, Self, Social, Families, Program Management

DON'T MOVE THE MUFFIN TINS

B. Bos
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $8

A splendid practical guide to art for 2- to 5-year-olds.

Settings: Family Day Care, Preschool
Functional Areas: Creative

THE DYNAMIC INFANT

E. Burtin, R. Bailey
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $13

This book explores the need that infants and toddlers have to be active agents in their own development. Suitable both as a text for an infant development class and as an infant room resource book.

Settings: Infant/Toddler
Functional Areas: Learning Environment, Cognitive, Creative

EARLY CHILDHOOD ENVIRONMENT RATING SCALE

T. Harms, R. Clifford
Redleaf Press (1991), 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $10

This easy-to-use evaluation instrument will answer your questions about the adequacy of early childhood settings. It was produced at the Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill.

Settings: Preschool
Functional Areas: All 13 Functional Areas

EDUCATING LANGUAGE-MINORITY CHILDREN

B. Bowman
ERIC Digest (1989), Urbana, IL 61801
ERIC Clearinghouse on Elementary and Early Childhood Education
(217) 333-1386
Free

This article recommends developmentally appropriate curriculum strategies for working with children from diverse cultures. It suggests that teachers recognize the validity of different developmental paths, develop programs in which the content is familiar to the child's experience, and assist parents in understanding school agendas.

Settings: Preschool
Functional Areas: Learning Environment, Cognitive, Creative, Self, Social, Families, Program Management

EMERGENCY MEDICAL TREATMENT: CHILDREN

S. Vogel, D. Manhoff
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $8

A knowledge of emergency medical procedures is essential for anyone who works with children. This book provides step-by-step directions for handling 15 common emergencies, including drowning, burns, poisoning, choking and broken bones.

Settings: Family Day Care, Infant/Toddler, Preschool
Functional Areas: Safe, Healthy, Learning Environment

EMERGENCY MEDICAL TREATMENT: INFANTS

S. Vogel, D. Manhoff
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $8

Know what to do in an emergency to keep an infant alive until help arrives. Produced in cooperation with the National Safety Council.

Settings: Family Day Care, Infant/Toddler, Preschool
Functional Areas: Safe, Healthy

ENGAGING CHILDREN'S MINDS: THE PROJECT APPROACH
L. G. Katz, S. C. Chard
Redleaf Press (1989), 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $33

The project approach to planning your curriculum helps you decide on themes and units that are important to the children in your care. It will help you learn new ways to assess children's interests and build a more intriguing, in-depth curriculum.

Settings: Preschool
Functional Areas: Cognitive, Communication, Self, Social, Program Management

ESSENTIALS FOR CHILD DEVELOPMENT ASSOCIATES
Council for Early Childhood Professional Recognition (1990)
1341 G Street, N.W., Suite 400
Washington, DC 20005-3105
800-424-4310
Approx. $30

This book comprises eight units based on the CDA Competency Standards. It is *the* new CDA training curriculum for the 90's! It contains *essential* information about what competent teachers of young children *do*.

Settings: Family Day Care, Preschool, Infant/Toddler
Functional Areas: 13 Functional Areas

ETHICAL BEHAVIOR IN EARLY CHILDHOOD EDUCATION
L. G. Katz, E. H. Ward
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $3

What should you do when. . . ? Helps to resolve the dilemmas of our profession. Terrific discussion starter.

Settings: Preschool
Functional Areas: Professionalism

EVERYBODY HAS A BODY: SERVICE FROM HEAD TO TOE
R. Rockwell, R. Williams, E. Sherwoood
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $15

This book contains more than 100 hands-on activities that explore how and why bodies work the way they do. It also helps each child understand that her or his body is a marvel and builds self-esteem.

Settings: Preschool
Functional Areas: Safe, Healthy, Physical, Cognitive, Self, Social, Guidance and Discipline

EXPLORATION WITH YOUNG CHILDREN: A CURRICULUM GUIDE FROM BANK STREET COLLEGE

J. David, M. Licitra
Redleaf Press (1992), 450 North Syndicate, Suite 5
St. Paul MN, 55104-4125
800-423-8309
Approx. $20

A high-curriculum developed by Bank Street College. this book offers an integrated approach that works in all child care settings. It includes information on using the curriculum guide for CDA or as a staff development resource.

Training Support
Settings: Family Day Care, Center-Based Infant/Toddler, Preschool, School-Age
Functional Areas: Professionalism

EXTRACTING LEARNING STYLES FROM SOCIAL/CULTURAL DIVERSITY

Southwest Teacher Corps Network (1986)
Marketing Services, University of Oklahoma
1700 Asp Avenue
Norman, OK 73037
(405) 325-1983
Approx. $3

The papers included in this monograph suggest that, by being culturally sensitive, educators can improve their relationships with students and influence the process of learning and the cognitive and affective outcomes of instruction. Cultural sensitivity, as used throughout the text, refers to the ability to identify and empathize with the feelings, language, values and home interaction patterns and behaviors of minorities that comprise particular schools.

Settings: Preschool
Functional Areas: Learning Environment, Cognitive, Communication, Self, Social, Families, Program Management, Professionalism

FAMILY CHILD CARE CONTRACTS AND POLICIES

T. Copeland
Redleaf Press (1991), 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $10

The goal of this book is to help family child care providers establish and enforce contracts and policies with the parents of the children they care for.

Settings: Family Day Care
Functional Areas: Program Management

FAMILY DAY CARE HANDBOOK

California Child Care Resource and Referral Network (1987), 809 Lincoln Way
San Francisco, CA 94122
(415) 882-0234
Approx. $45

Everything you ever wanted to know about how to start and successfully operate good family-style child care in your home.

Settings: Family Day Care
Functional Areas: All 13 Functional Areas

FAMILY DAY CARE INFORMATION PACKETS

T. Harms
Frank Porter Graham Center (1984), University of North Carolina
Chapel Hill, NC 27514
(919) 962-7358
Approx. $36 (series of 12), Approx. $4 (each)

These information packets were designed for the family day care provider who is unable to take courses but who is motivated to engage in an independent study. Each packet addresses different topics, such as day care as a small business, working with parents, and special things for special kids. The packets provide the text for the Family Day Care Independent Study Course.

Settings: Family Day Care
Functional Areas: Safe, Healthy, Learning Environment, Physical, Guidance and Discipline, Families, Program Management, Professionalism

FAMILY DAY CARE RATING SCALE

T. Harms
Teacher's College Press (1984)
P. O. Box 2032
Colcester, VT 05449
800-488-2665
Approx. $9

This instrument may be used by the family day care home provider for self-evaluation, or by outside observers. It assesses 32 separate aspects of the day care home environment and program.

Settings: Family Day Care
Functional Areas: All 13 Functional Areas

FEELING STRONG, FEELING FREE: MOVEMENT EXPLORATION FOR YOUNG CHILDREN

M. Sullivan
NAEYC (1982), 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $6

You don't need to be a dancer or gymnast to implement this step-by-step approach for working with children ages 3 to 8.

Settings: Preschool
Functional Areas: Learning Environment, Physical, Creative, Social, Program Management

FINDING THE BEST CARE FOR YOUR INFANT OR TODDLER

L. L. Dittman
NAEYC (1991), 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Brochure: Approx. $10 for 100 copies or $.50 each

Helps parents make informed choices about the options for caring for infants and toddlers.
Settings: Family Day Care, Infant/Toddler
Functional Areas: Safe, Healthy, Learning Environment, Families

GAMES BABIES PLAY

Compiled by V. Lansky
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $9

An enchanting treasury of more than 100 games and activities that delight both baby and caregiver.
Settings: Family Day Care, Infant/Toddler
Functional Areas: Cognitive, Communication, Creative, Self, Social

GROUP GAMES IN EARLY EDUCATION: IMPLICATIONS OF PIAGET'S THEORY

C. Kamaii, R. DeVries
NAEYC (1982), 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $9

How do children learn through games? Is competition appropriate? Lots of ready-to-play directions, too.
Settings: Preschool
Functional Areas: Physical, Cognitive, Social, Program Management

GROWING UP READING: SHARING WITH YOUR CHILDREN THE JOYS OF READING

L. L. Lamme
Acropolis (1985), 13950 Park Center Road
Herndon, VA 22071
(703) 709-0006
Approx. $11

Want to ready your children's minds for learning to read later? Teaching the ABC's is **not** the best way. Read to them. Talk about stories. Learning to love stories and books is the first step.
Settings: Family Day Care, Infant/Toddler, Preschool
Functional Areas: Physical, Cognitive, Communication

GROWING UP WRITING: SHARING WITH YOUR CHILDREN THE JOYS OF GOOD WRITING

L. L. Lamme
Acropolis (1984), 13950 Park Center Road
Herndon, VA 22071
(703) 709-0006
Approx. $11

Let the children see you write letters, lists and notes. Help put their words in writing. This will help them do better in school.
Settings: Family Day Care, Infant/Toddler, Preschool
Functional Areas: Physical, Cognitive, Communication

GUIDANCE OF YOUNG CHILDREN

M. Marion
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $31

Discipline is not what you do to control children! This comprehensive text explains the interactions between the child, the adult and the physical environment. Theory and research in the field of guidance are combined with practical application. Aggression, discipline, pro-social behavior and self-esteem are thoroughly discussed. This is truly a book every early childhood professional needs to read. Trainers will find this valuable resource the most complete discussion of its kind.
Settings: Family Day Care, Preschool
Functional Areas: Healthy, Learning Environment, Communication, Self, Social, Guidance and Discipline

A GUIDE TO DISCIPLINE

J.G. Stone
NAEYC (1985), 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $2

You help children discipline themselves by your words, your manner and by avoiding problems in advance. But what can you do when children hit, kick or bite? Great for parents, too.
Settings: Family Day Care, Preschool
Functional Areas: Learning Environment, Communication, Social, Guidance and Discipline

GUIDELINES FOR SELECTING BIAS-FREE TEXTBOOKS AND STORYBOOKS

Council for Interracial Books for Children (1980), 1841 Broadway
New York, NY 10023
(212) 757-5339
Approx. $8

Suggestions for choosing books free of stereotypes for children.
Settings: Family Day Care, Preschool
Functional Areas: Communication

HEART TO HEART CAREGIVING: A SOURCEBOOK OF FAMILY DAY CARE ACTIVITIES, PROJECTS AND PRACTICAL PROVIDER SUPPORT

E. S. Powell
Redleaf Press (1991), 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $13

A great resource full of activities, recipes, projects and more! This is a book written for the new provider wondering where to start and for the experienced provider seeking inspiration. The author shows you how to build a program that reflects your own strengths and unique interests.

Settings: Family Day Care
Functional Areas: Learning Environment, Physical, Cognitive, Creative, Program Management

HELPING YOUNG CHILDREN UNDERSTAND PEACE, WAR AND THE NUCLEAR THREAT

N. Carlsson-Paige, D. E. Levin
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $3

Do the children you know solve problems with their fists and enjoy war play? Today's children are tomorrow's leaders. How can we help them learn to find peaceful solutions to problems?

Settings: Preschool
Functional Areas: Healthy, Learning Environment, Communication, Social

HOME-CENTERED CARE: DESIGNING A FAMILY DAY CARE PROGRAM

R. Garcia
Gryphon House (1991)
Mt. Rainer, MD 20712
(301) 779-6200
Approx. $13

Here in one book is a complete introduction to opening a home to family day care.

Settings: Family Day Care
Functional Areas: Safe, Healthy, Learning Environment, Cognitive, Creative, Program Management

Printed Materials

HOW TO GENERATE VALUES IN YOUNG CHILDREN: INTEGRITY, HONESTY, INDIVIDUALITY, SELF-CONFIDENCE, AND WISDOM

S. S. Riley
NAEYC (1984), 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $5

How you treat children makes a difference, whether you deal with toy selection, security blankets, toilet learning, early reading, play or discipline. See how with real-life examples. Parents love this book!

Settings: Family Day Care, Center-Based Preschool
Functional Areas: Healthy, Self, Social

HOW TO TALK SO KIDS WILL LISTEN AND LISTEN SO KIDS WILL TALK

A. Fabere, E. Mazlish
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $9

The authors of this book provides a method to enhance positive communication skills. The book is filled with hundreds of examples of helpful dialogues, plus cartoons that quickly show the skills in action.

Settings: Family Day Care, Center-Based Preschool
Functional Areas: Communication, Self, Social

I HAD A FRIEND NAMED PETER:
TALKING TO CHILDREN ABOUT THE DEATH OF A FRIEND

J. Cohen
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $15

Good information and warm story about a difficult topic that often faces teachers and parents. Helps children and adults learn that memories are forever.

Settings: Family Day Care, Center-Based Preschool
Functional Areas: Healthy, Communication, Self

INCLUDING ALL OF US: AN EARLY CHILDHOOD CURRICULUM ABOUT DISABILITY

M. Froschl, L. Colon, E. Rubin, B. Sprung
Educational Equity Concepts (1984)
114 E. 32nd Street, Suite 701
New York, NY 10016
(212) 725-1803
Approx. $15

This curriculum includes activities to create an "inclusive" classroom--one that provides opportunities for every child to develop his or her potential regardless of sex, race or disability.

Settings: Preschool
Functional Areas: Learning Environment, Physical, Cognitive, Communication, Self, Social, Guidance

INFANT/TODDLER CARE AND EDUCATION

M. G. Weiser
Redleaf Press (1991), 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $27

An excellent text for a class on infant and toddler care, or an invaluable resource for anyone starting an infant/toddler program. The thorough, detailed information in this book covers health, nutrition, safety, developmental issues, curriculum, staffing and the nurturing of children's language, social skills and motor ability.

Settings: Family Day Care, Infant/Toddler
Functional Areas: Safe, Healthy, Learning Environment, Physical, Cognitive, Communication, Creative, Self, Social, Program Management

INFANT/TODDLER ENVIRONMENT RATING SCALE (ITERS)

T. Harms, D. Cryer, R. M. Clifford
Teacher's College Press
P. O. Box 2032
Colchester, VT 05449
800-488-2665
Approx. $9 (Rating Scale); Approx. $8 (Scoring Sheets)

This book provides an easy-to-use resource for defining high-quality care and assessing the level of quality offered in group programs for very young children. Although similar in content to the *Environment Rating Scale* and the *Family Day Care Rating Scale*, the ITERS was developed especially for infant/toddler group care and is based on research evidence, professional criteria and practical knowledge.

Settings: Family Day Care, Infant/Toddler
Functional Areas: Safe, Healthy, Learning Environment, Cognitive, Communication, Creative, Self, Families, Program Management

THE INFANT & TODDLER HANDBOOK

K. Castle
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-5309
Approx. $13

A very practical, well-organized and usable activity guide for parents and caregivers of young children from birth through 24 months. Activities, called "Invitations," are organized in categories--Look and Listen, Touch, Discover and Solve Problems, Communicate, and Move. Within each category, activities are arranged developmentally in three-month age increments. Background developmental information and safety precautions are also included.

Settings: Family Day Care, Infant/Toddler
Functional Areas: Safe, Healthy, Learning Environment, Physical, Cognitive, Communication, Program Management

INFANTS: THEIR SOCIAL ENVIRONMENTS

B. Weissbourd, J. S. Musick, eds.
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $7

Explore key questions such as, "What are the consequences of child care for infants?" Surveys research and model programs.

Settings: Family Day Care, Infant/Toddler
Functional Areas: Learning Environment, Cognitive, Social, Families

INFANTS AND TODDLERS: CURRICULUM AND TEACHING

L. C. Wilson
Delmar Publishers Inc.
2 Computer Drive West
Albany, NY 12212
(518) 464-3500
Approx. $26

Easy-to-read and highly practical, this text instructs students in the care and teaching of infants and toddlers. Emphasis is on the interrelation of emotional, social, cognitive, physical and language development patterns.

Settings: Family Day Care, Infant/Toddler
Functional Areas: All 13 Functional Areas

THE INFANTS WE CARE FOR

L. L. Dittman, ed.
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $4

Just what you need to develop admission policies, cement family relationships, take health precautions, develop staff and handle other issues specific to infant programs.

Settings: Family Day Care, Infant/Toddler
Functional Areas: Safe, Healthy, Learning Environment, Families, Program Management, Professionalism

IT'S MY BODY

L. Freeman
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $4

A unique story for young children. This book clearly teaches how to resist uncomfortable touch, whether it be tickling, kissing or more serious assault.
Settings: Family Day Care, Center-Based Preschool
Functional Areas: Safe, Healthy, Self, Social, Guidance

KIDS CAN COOPERATE

E. Crary
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $12

Kids can cooperate, if they have the skills. This book describes how to motivate and teach children the skills they need to resolve conflicts by themselves.
Settings: Family Day Care, Preschool
Functional Areas: Cognitive, Communication, Self, Social, Guidance

LANGUAGE IN EARLY CHILDHOOD EDUCATION

C. Cazden, ed.
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $6

What do we know about children's language development? Discounts myths and offers practical suggestions.
Settings: Preschool
Functional Areas: Learning Environment, Communication, Social, Program Management

LEARNING ABOUT TEACHING FROM CHILDREN

B. Merrill
Rochester AEYC (1984), Box 356
Henrietta, NY 14467
(716) 244-3380
Approx. $5

Extremely sensitive--focuses on how beginning child care people (or any adult) can gain insights about children by observing their play.
Settings: Family Day Care, Preschool
Functional Areas: Physical, Cognitive, Social

LET'S PLAY OUTDOORS

K. R. Baker
NAEYC, 1509 16th St. N.W.
Washington, DC 20026-1426
800-424-2460
Approx. $3

What equipment and experiences make outdoor play valuable? How does your play area measure up?
Settings: Preschool
Functional Areas: Learning Environment, Physical, Creative, Program Management

LISTEN TO THE CHILDREN

D. Zavitkovsky, J. R. Berlfein, M. Almy
NAEYC (1986), 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $6

Stories about children are often amusing, but do you stop to think about what lies beyond the surface behavior? This lavishly illustrated book of real stories does. Great discussion starter with parents or students, too.
Settings: Family Day Care, Preschool
Functional Areas: Healthy, Communication, Self, Social, Families

THE MAGIC YEARS

S. Fraiburg
McMillan Publishing Co.
Attn: Order Dept.
100 Front St., Box 500
Riverside NJ 08075-7500
Approx. $8

A classic! One of the most delightful and insightful discussions of the young child's mind and behavior you'll ever read! Learn about the child from birth through age 6 in an unforgettable way.
Settings: Family Day Care, Infant/Toddler, Preschool
Functional Areas: Physical, Cognitive, Self, Social, Guidance and Discipline

MAINSTREAMING: IDEAS FOR TEACHING YOUNG CHILDREN

J. Souweine, S. Crimmins, C. Mazel
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $5

Find out how to plan the day, deal with potentially difficult behavior, set up your classroom and work with parents.
Settings: Preschool
Functional Areas: Healthy, Learning Environment, Physical, Social, Guidance and Discipline, Families, Program Management

MAKING THOUGHTS BECOME:
A HANDBOOK FOR TEACHERS AND ADULTS

B. B. Taylor
Children's Art Carnival (1978), 62 Hamilton Terrace
New York, NY 10031
(212) 234-4093
Approx. $5

This is a beautifully written pictorial testament to the developmental strengths young children gain through the medium of art activities.

Settings: Family Day Care, Preschool
Functional Areas: Cognitive, Creative, Self

MORE THAN THE ABC's:
THE EARLY STAGES OF READING AND WRITING

J. Schickedanz
NAEYC (1986), 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $6

Organize your home or classroom so children experience reading and writing as a joyous and meaningful part of life--without worksheets or drill!

Settings: Family Day Care, Preschool
Functional Areas: Learning Environment, Physical, Cognitive, Communication, Program Management

MORE THAN GRAHAM CRACKERS: NUTRITION EDUCATION AND FOOD PREPARATION WITH YOUNG CHILDREN

N. Wanamaker, K. Hearn, S. Richarz
NAEYC (1979), 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $4

Looking for yummy and nutritious recipes? Finger plays and other teaching ideas to help children learn to select and prepare good food? Look no further.

Settings: Family Day Care, Preschool
Functional Areas: Healthy, Learning Environment, Program Management

MORE THINGS TO DO WITH TODDLERS AND TWOS
K. Miller
Redleaf Press (1984), 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $13

This is a sequel to *Things to Do with Toddlers and Twos*. It provides simple, easy-to-do activities that really pay attention to the specialness of the toddler years. The activities build on toddler interests: learning to talk, sensory experiences, developing a sense of self, and understanding the physical world.

Settings: Family Day Care, Infant/Toddler
Functional Areas: Learning Environment, Cognitive, Communication, Creative, Self, Social

MOTHER'S ALMANAC
M. Kelly, E. Parsons
Doubleday, 1540 Broadway
New York, NY 10036
800-223-6834
Approx. $15

A delightful book *by* mothers *for* mothers. With wonderful humor, shows how to lovingly, firmly live with young children and give them the very best childhoods. Most teachers/caregivers can learn from these experts.

Settings: Family Day Care, Preschool
Functional Areas: Healthy, Communication, Self, Social, Guidance and Discipline

MUD, SAND AND WATER
D. M. Hill
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $3

Dig in! Pat it! Splash! You can't beat natural materials for real learning.

Settings: Family Day Care, Preschool
Functional Areas: Learning Environment, Creative, Social

MULTICULTURAL ISSUES IN CHILD CARE
J. Gonzalez-Mena
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $17

This book will help you learn to communicate with parents, to develop an anti-bias curriculum, to become more sensitive to the culture of others and to improve your ability to recognize and avoid stereotypes.

Settings: Family Day Care, Preschool
Functional Areas: Learning Environment, Cognitive, Communication, Self, Social, Families, Program Management

MULTICULTURAL LEARNING IN EARLY CHILDHOOD EDUCATION

K. J. Swick, ed.
Southern Association for Children Under Six (SACUS)
Box 5403 Brady Station
Little Rock, AR 72215
(501) 227-6404
Approx. $8

A compilation of scholarly articles relating to the multicultural milieu in which children grow and develop, this is an excellent tool to help professionals who work with children and families to improve their skills in teaching from a multicultural perspective.

Training Support
Settings: Preschool
Functional Areas: Professionalism

MUSIC IN OUR LIVES: THE EARLY YEARS

D. T. McDonald
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $4

So what if you only play rhythm sticks and a tape recorder? You can teach children to sing, listen to good music and play instruments.

Settings: Preschool
Functional Areas: Learning Environment, Communication, Creative, Program Management

MY OWN FUN: CREATIVE LEARNING ACTIVITIES FOR HOME AND SCHOOL—AGES SEVEN TO TWELVE

C. Bunai-Haas, A. Friedman
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $10

Great activities for that hard-to-please age group. Building on the interests and skills of 7- to 12-year-olds, these 160+ activities use photography, gardening, kites, wind and weather, paper craft, board games and more to keep the before and after-school crowd busy and interested.

Settings: Family Day Care, School-Age
Functional Areas: Learning Environment, Cognitive, Communication, Creative, Program Management

THE NEW CHILD DEVELOPMENT

M. Bysztak
Social Science Dept., Lansing Community College
P.O. Box 40010
Lansing, MI 48901
(517) 483-1141
Free

A brochure describing courses offered at Lansing Community College which are competency-based and have a CDA focus. Includes four-credit course, "Introduction to the CDA Credential."

Training Support
Settings: Family Day Care, School-Age
Functional Areas: Learning Environment, Creative

NUMBER IN PRESCHOOL AND KINDERGARTEN: EDUCATIONAL IMPLICATIONS OF PIAGET'S THEORY

C. Kamii
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $4

What arithmetic activities are better than teaching children to count and fill in worksheets? Hundreds! Children learn about numbers by voting, dividing snacks, playing games, even clean-up!

Settings: Preschool
Functional Areas: Learning Environment, Cognitive, Program Management

OBSERVING DEVELOPMENT OF THE YOUNG CHILD

J. J. Beaty
McMillan Publishing Co.
Attn: Order Dept.
100 Front St., Box 500
Riverside NJ 08075-7500
800-257-5755
Approx. $25

This book focuses on observation of the six major aspects of child development: emotional, social, motor, cognitive, language and creative. These areas of child development are outlined in a Child Skills Checklist, which includes specific, observable child behaviors in the sequence in which they occur. This text can serve students and teachers as a companion volume to *Skills for Preschool Teachers* for those preparing for their CDA.

Settings: Preschool
Functional Areas: Physical, Cognitive, Communication, Creative, Self, Social

OBSERVING AND RECORDING THE BEHAVIOR OF CHILDREN

D. Cohen, V. Stern, N. Balaban
Teachers College Press (1981)
P. O. Box 2032
Colchester, VT 05449
800-488-2665
Approx. $17

This book thoroughly describes methods of studying children in a variety of classroom situations: during routines, use of materials, interactions with others, dramatic play, and language and intellectual development. The guidelines, examples and suggested readings will help teachers evaluate the behavior of preschoolers.

Training Support
Settings: Preschool
Functional Areas: Program Management

ONENESS AND SEPARATENESS

L. Kaplan
Simon & Schuster (1978), 200 Old Tappan Road
Old Tappan, NJ 07675
800-223-2348
Approx. $10

Poetically describes the development of an infant/toddler's intimate, major relationship with the mothering one.

Settings: Family Day Care, Infant/Toddler
Functional Areas: Self, Social, Guidance and Discipline

OUTSIDE PLAY AND LEARNING

K. Miller
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $15

Hundreds of age-appropriate, challenging activities and games to engage the toddler or preschooler.

Settings: Family Day Care, Centered-based Preschool
Functional Areas: Physical, Creative, Self, Social

PARENT INVOLVEMENT IN EARLY CHILDHOOD EDUCATION

A. S. Honig
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $5

Parents are essential to a good program. How can you involve them in better ways than pet care and birthday parties?

Settings: Preschool
Functional Areas: Learning Environment, Families, Program Management

PARENTS SPEAK OUT
A. P. Turnbull, H. R. Turnbull, eds.
McMillan Publishing Co.
Attn: Order Dept
100 Front St., Box 500
Riverside NJ 08075-7500
800-257-5755
Approx. $27

Each chapter is written by a professional in education or psychology who is also the parent of a special needs child.
Settings: Family Day Care, Preschool
Functional Areas: Physical, Cognitive, Self, Social, Families

PATHWAYS TO PLAY:
DEVELOPING PLAY SKILLS WITH YOUNG CHILDREN
S. Heideman, D. Hewitt
Redleaf Press (1992), 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $15

This book was written to help caregivers observe children's play skills through the use of a play checklist. The book goes further by adding suggestions and activities to do with children who are learning play skills.
Settings: Family Day Care, Infant/Toddler, Preschool
Functional Areas: All 13 Functional Areas

PLANNING ENVIRONMENTS FOR YOUNG CHILDREN:
PHYSICAL SPACE
S. Kritchevsky, E. Prescott, with L. Walling
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $3

Traffic jams in the classrooms? Children wandering aimlessly? See how the organization of space can make a difference.
Settings: Preschool
Functional Areas: Learning Environment, Program Management

PORTAGE GUIDE TO EARLY EDUCATION
S. Bluma, M. Shearer, A. Frohman, J. Hilliard
Portage Project (1976), CESA 12, Box 564
Portage, WI 53901
(608) 742-8811
Free

This guide comes in three parts: (a) a checklist of behaviors on which to record an individual child's developmental progress, (b) a card file listing possible methods of teaching these behaviors, and (c) a manual of directions for use of the checklist and card file as well as methods for implementing activities.

Settings: Preschool
Functional Areas: Learning Environment, Physical, Cognitive, Communication, Self, Social, Guidance and Discipline, Program Management

POSTER
G. G. Morgan
Work/Family Directions, Wheelock College
200 The Riverway
Boston, MA 02215
(617) 734-0001
Approx. $1

To attract attention to in-home care as a potential career for the early childhood professional, for use by placement offices and training programs.

Training Support

A PRACTICAL GUIDE TO SOLVING PRESCHOOL BEHAVIOR PROBLEMS
E. Essa
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $20

This useful book provides concrete suggestions for handling 39 behavior "problems" common in early childhood settings. It helps the teacher examine contributing factors and suggests ways to alter the environment or routine to support and maintain behavioral change.

Settings: Center-Based Preschool
Functional Areas: Learning Environment, Self, Social, Guidance and Discipline

PRACTICAL SOLUTIONS TO PRACTICALLY EVERY PROBLEM: THE EARLY CHILDHOOD TEACHER'S MANUAL

S. Saifer
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $25

This book will make your job as a teacher easier and make you more efficient. It will help to make your classroom a fun place to be, where children can be nurtured to learn and grow in a positive way.

Settings: Center-Based Preschool
Functional Areas: All 13 Functional Areas

THE PRESCHOOL YEARS

E. Galinsky, J. David
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $13

If your work involves parents and their children in any way, this book is indispensable. Combined in this work are the insights of thoughtful parents on family life in the 80's, and the latest conclusions of researchers on the growth of preschoolers.

Training Support

Settings: Family Day Care, Home Visitor, Center-Based Preschool
Functional Areas: All 13 Functional Areas

PROTECT YOUR CHILD FROM SEXUAL ABUSE

J. Hart-Ross
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $6

This guide offers a page-by-page discussion for sharing the children's book, as well as numerous activities to encourage decision-making skills and positive self-esteem in young children.

Settings: Family Day Care, Center-Based Preschool, Home Visitor
Functional Areas: Cognitive, Communication, Self, Social, Guidance and Discipline, Families

RAISING GOOD CHILDREN: HELPING YOUR CHILD THROUGH THE STAGES OF MORAL DEVELOPMENT

T. Lickona
Bantam (1983), New York, NY
800-223-3864
Approx. $5

Excellent, practical, well-organized suggestions about how and when to help young children become "good people." How adults handle an ethical problem has to fit the child's developmental stage, or the child won't learn.

Settings: Family Day Care, Preschool
Functional Areas: Healthy, Physical, Communication, Self, Social, Guidance and Discipline, Families

READY FOR SCHOOL?
WHAT EVERY PRESCHOOLER SHOULD KNOW

M. Eberts, P. Gisler
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $6

Help parents understand readiness concepts and what they can do to help their own children at home.

Settings: Family Day Care, Home Visitor, Center-Based Preschool.
Functional Areas: Cognitive, Communication, Self, Social, Guidance and Discipline, Families

READY-TO-USE ACTIVITIES FOR BEFORE AND AFTER SCHOOL PROGRAMS

V. Stassevitch, P. Stemmler, R. Shotwell, M. Wirth
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $14

Always have activity choices available for your school-agers with these 200 hands-on, age-appropriate activities.

Settings: Family Day Care, School-Age
Functional Areas: Learning Environment, Creative

RECIPES TO GROW ON

Central Minnesota Child Care
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $14

Everything a family day care provider needs to make mealtime easy to plan, appealing to children and nutritious. Each of these "kid-tested" recipes meets the U.S. Department of Agriculture's Child Care Food Program requirements, lists serving size and meal components. Compiled and endorsed by family day care providers, these recipes will be a boost to your day care as well as family mealtimes.

Settings: Family Day Care, Preschool
Functional Areas: Healthy, Learning Environment, Program Management

REDUCING STRESS IN YOUNG CHILDREN'S LIVES

J. B. McCracken, ed.
NAEYC (1986), 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $7

How to help children deal successfully with the problems they face today so they will have the strength and skills to face the challenges of tomorrow. Covers the typical crises of growing up, the strains created by many contemporary families, and ways to make sure we don't contribute to children's stress. Contains *Young Children's* most popular articles.

Settings: Preschool
Functional Areas: Healthy, Learning Environment, Communication, Self, Social, Guidance and Discipline, Families, Program Management

RESOURCES FOR INFANT EDUCARERS

M. Gerber, ed.
Resources for Infant Educarers (RIE)
1550 Murray Circle
Los Angeles, CA 90026
(213) 663-5330
Approx. $16

A comprehensive, highly readable book that describes the Loczy model (Pikler method) of infant care. It has been implemented in Hungary and the United States and gives many practical suggestions for parents and professionals.

Training Support
Settings: Family Day Care, Infant/Toddler
Functional Areas: Safe, Healthy, Physical, Communication, Families, Program Management

RESPONDING TO INFANTS

I. D. Moyer
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $20

This is the one curriculum manual every infant care provider must have! It combines a practical, useful guide to activities with infants between 6 and 30 months with developmental charts that describe behaviors at each level. These are keyed to activity suggestions in six major areas of development: fine motor, gross motor, intellectual, social/emotional, language and self-care.

Settings: Family Day Care, Infant/Toddler
Functional Areas: Healthy, Learning Environment, Physical, Cognitive, Communication, Self, Social, Guidance and Discipline

A ROOMFUL OF CHILDREN: HOW TO OBSERVE AND EVALUATE A PRESCHOOL PROGRAM

C. Hilgartner, B. Metzger
Rochester AEYC (1979), Box 356
Henrietta, NY 14467
(716) 244-3380
Approx. $3

Very useful, concise yet detailed classroom assessment forms. Learn what makes a good program for young children.

Settings: Preschool
Functional Areas: Safe, Healthy, Learning Environment, Program Management

ROOTS AND WINGS: AFFIRMING CULTURE IN EARLY CHILDHOOD PROGRAMS

S. York
Redleaf Press (1991), 450 North Syndicate, Suite 5
St. Paul, MN 55104-4127
800-423-8309
Approx. $23

This exciting book gives teachers practical tools for building awareness of cultural differences in a preschool classroom, together with useful ideas for promoting sensitivity and understanding among teachers, parents and children.

Settings: Family Day Care, Preschool
Functional Areas: Learning Environment, Cognitive, Communication, Creative, Self, Social, Families

SCHOOL-AGE CHILD CARE

R. K. Baden, et al.
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $20

Finally, a hands-on, how-to-do-it guide to establishing, running and evaluating school-age child care programs.

Settings: School-Age
Functional Areas: Physical, Cognitive, Creative, Learning Environment, Program Management

SCIENCE WITH YOUNG CHILDREN

B. Holt
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $7

What is science? A way of doing such things as repairing broken toys, growing plants, examining a chicken bone. Build enthusiasm for science.

Settings: Preschool
Functional Areas: Learning Environment, Physical, Cognitive, Creative, Program Management

SIGH OF RELIEF

M. Greene
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $16

A unique handbook on how to prevent and manage childhood emergencies. In a truly usable format, the emergency management section provides fast, simple instructions for every childhood injury and illness and large, clear, step-by-step illustrations of emergency procedures.

Settings: Family Day Care
Functional Areas: Safe, Healthy

THE SIGNIFICANCE OF THE YOUNG CHILD'S MOTOR DEVELOPMENT

G. Engstrom, ed.
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $4

Why is physical activity important in early childhood?

Settings: Family Day Care, Infant/Toddler, Preschool
Functional Areas: Learning Environment, Physical, Program Management

SKILLS FOR PRESCHOOL TEACHERS

J. Beaty
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $27

An introductory text that presents and discusses basic classroom skills for preschool teachers. It is designed for use by college students preparing to be teachers in nursery school, day care centers, Head Start, prekindergarten and kindergarten programs; also for in-service teachers and aides who are updating their skills or preparing for the CDA assessment.

Settings: Preschool
Functional Areas: All 13 Functional Areas

STAFF GROWTH PROGRAM FOR CHILD CARE CENTERS

P. Greenberg
Acropolis (1986), 13950 Park Center Road
Herndon, VA 22071
(703) 709-0006
Approx. $37

For beginning center directors, or directors with beginning staff. Daily and weekly activity plans to help guide child care workers into good teaching of 3- to 5-year-olds.

Training Support

STAFF ORIENTATION IN EARLY CHILDHOOD PROGRAMS

B. O'Sullivan
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $15

This manual provides everything you need for orientation of new staff. Useful worksheets in each section ensure a thorough orientation for new staff members.

Training Support

THE SUN'S NOT BROKEN, A CLOUD'S JUST IN THE WAY: ON CHILD-CENTERED TEACHING

S. G. Clemens
Gryphon House, 3706 Otis Street
Mt. Rainer, MD 20712
(301) 779-6720
Approx. $11

A memoir of nine years of teaching black 4-years-olds in an inner city Title I program. Contains a chapter about CDA. The author holds a CDA Credential.

Training Support

TEACHER'S EDITION, EARLY CHILDHOOD MUSIC PROGRAM

Silver Burdett Music Program (1985), 250 James St.
Morristown, NJ 07960
800-843-3464
Approx. $43

Songs children love to sing, listening and movement activities, basic and extended lesson plans.

Settings: Family Day Care, Preschool
Functional Areas: Physical, Cognitive, Communication, Creative, Self, Social

TEACHING ADULTS: AN ACTIVE LEARNING APPROACH

E. Jones
NAEYC (1986), 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $6

Children are active learners, and so are adults! Liven up your next class or workshop with this radical--and very effective--opportunity to cover more than the content!

Training Support

TEACHING IN THE EARLY YEARS

B. Spodek
Prentice-Hall Inc. (1978)
Englewood Cliffs, NJ 07632
800-223-2348
Free

This book is divided into three parts. The first three chapters provide the foundation for a look at curriculum and teaching in the early years. The second section deals with the specific subject areas that make up the school program. The final portion deals with the teacher's other educational concerns: classroom organization, techniques of working with parents and children, and the evaluation of education.

Settings: Preschool
Functional Areas: Learning Environment, Cognitive, Communication, Creative, Self, Social, Guidance and Discipline, Families, Program Management, Professionalism

TEACHING KIT

J. Warren
Warren Publishing House Inc. (1985), P.O. Box 2255
Everett, WA 98203
800-334-4769
Approx. $5

More than 300 helpful hints that make working with young children easy and enjoyable. Gathered from early childhood teachers.

Settings: Preschool
Functional Areas: Learning Environment, Program Management

TEACHING PRESCHOOLERS: IT LOOKS LIKE THIS . . . IN PICTURES

J. G. Stone
Redleaf Press (1990). 450 North Syndicate, Suite 5
St. Paul, MN 55104-4127
800-423-8309
Approx. $6

This photographic album captures key principles of developmentally appropriate practice. Elements of good practice are hard to describe, but they become easy to understand through these realistic, personal photographs. If you want to teach someone developmentally appropriate practice, this should be part of your training program.

Training Support
Settings: Family Day Care, Preschool
Functional Areas: Learning Environment, Physical, Cognitive, Communication, Creative, Social, Self, Guidance

THINGS TO DO WITH TODDLERS AND TWOS

K. Miller
Redleaf Press (1984). 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $11

Caregivers and teachers of children ages 1 to 3, will find this a must to have on hand. The more than 400 activities, techniques, and ideas for toys are designed with toddler behavior and development in mind. You will share many fun times as toddlers learn from the activities and you learn about toddlers.

Settings: Family Day Care, Infant/Toddler
Functional Areas: Learning Environment, Physical, Cognitive, Communication, Creative

THOSE MEAN NASTY DIRTY DOWNRIGHT DISGUSTING BUT . . . INVISIBLE GERMS

J. Rice, R. Merrill
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $8

A delightful children's story about the importance of handwashing for young children.

Settings: Family Day Care
Functional Areas: Healthy

TODDLER DAY CARE
R. Leavitt, B. Eheart
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $18

Provides a look at the uniqueness of toddler care--a thorough understanding of this phase of childhood, developmental information, practical tips on guiding behavior, arranging the physical environment, daily schedules, health and safety and concern of parents.

Settings: Family Day Care, Infant/Toddler

Functional Areas: Safe, Healthy, Learning Environment, Cognitive, Communication, Guidance and Discipline, Families, Program Management

TOGETHER WE'RE BETTER
B. Bos
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $18

With this treasure trove of more than 80 activities, lay the foundation for future cooperation by encouraging children to spontaneously play and work together.

Settings: Family Day Care

Functional Areas: Communication, Self, Social, Guidance and Discipline

TRAINING YOUR STAFF
Louise Child Care
336 South Aiken Avenue
Pittsburgh, PA 15232
(412) 661-0303
Approx. $500

Fourth of the 10 manuals in the Louise Child Care Management Series. Includes training modules, guides for the trainers, performance standards and on-going in-service training ideas.

Training Support

TRUSTING TODDLERS: PLANNING FOR ONE- TO THREE-YEAR-OLDS IN CHILD CARE CENTERS

A. Stonehouse, ed.
Redleaf Press (1991) 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $15

This book will help you develop a program that is child centered and developmentally appropriate for those "exhausting, demanding, and wonderful" toddlers. It addresses issues and problems that are unique to toddler caregiving. Topics covered include characteristics of toddlers, environments, multicultural programming, toddler-centered routines, discipline issues, nurturing creativity, parent-staff relationships and staff burnout.

Settings: Family Day Care, Infant/Toddler
Functional Areas: Learning Environment, Physical, Cognitive, Communication, Creative, Social, Guidance and Discipline, Families, Program Management

UNDERSTANDING THE MULTICULTURAL EXPERIENCE IN EARLY CHILDHOOD EDUCATION

O. N. Saracho, B. Spodek
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $6

How can we celebrate the unique contributions of each cultural group while fostering children's competence and flexibility?

Settings: Preschool
Functional Areas: Learning Environment, Communication, Social, Program Management

A VERY PRACTICAL GUIDE TO DISCIPLINE WITH YOUNG CHILDREN

G. Mitchell
Telshare Publishing Co. (1982), P.O. Box 679
Marshfield, MA 02050
800-343-9707
Approx. $11

Emphasizes the importance of consistency and the development of a strong, positive self-image.

Settings: Family Day Care, Preschool
Functional Areas: Healthy, Physical, Communication, Self, Social, Guidance and Discipline

WHAT YOU NEED TO KNOW ABOUT IN-HOME CARE

G. G. Morgan, F. S. Rodgers
Work/Family Directions, Wheelock College
200 The Riverway
Boston, MA 02215
(617) 734-0001
Approx. $1

This pamphlet provides a brief description of an emerging form of child care that can have advantages for the trained professional--the career of caring for children in the children's home, either shared-care arrangements with several parents or arrangements with one family.

Training Support

WHAT WILL HAPPEN IF . . .
YOUNG CHILDREN AND THE SCIENTIFIC METHOD

B. Sprung
Educational Equity Concepts, Inc. (1985)
114 E. 32nd Street, Suite 701
New York, NY 10016
(212) 725-1803
Approx. $11

The question, "What will happen if . . . ?" is central to the activities described in this book. Interestingly presented activities include experiments designed to explore concepts such as flow, density and viscosity; momentum; focus on physical sciences; problem solving and creative thinking.

Settings: Preschool
Functional Areas: Learning Environment, Cognitive, Creative

WHO AM I IN THE LIVES OF CHILDREN?

S. Feeney, D. Christensen, E. Moravick
McMillan Publishing Co.
Attn: Order Dept.
100 Front St., Box 500
Riverside NJ 08075-75000
800-257-5755
Approx. $42

The authors present current approaches that support the development of children and adults in both thought and feeling. They are committed to individual choices, clarification of values and diversity of program approaches. CDA competencies are discussed in the introduction to each chapter.

Settings: Preschool
Functional Areas: All 13 Functional Areas

WOODWORKING FOR YOUNG CHILDREN

P. Skeen, A. P. Garner, S. Cartwright.
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $5

Learn a new skill! Find out what woods are easiest to work with . . . what kind of hammers and nails are best . . . what children can learn. Teach woodworking even if you don't know a thing about it--you soon will!

Settings: Preschool
Functional Areas: Learning Environment, Physical, Creative

WORKING AND CARING

T. B. Brazelton
Addison-Wesley (1985)
Reading, MA 01867
(619) 944-3700
Approx. $17

It is possible to do both, and many parents do. Ideas about being a high-quality parent as well as a working parent.

Settings: Family Day Care, Preschool
Functional Areas: Families

THE YOUNG CHILD AT PLAY: REVIEWS OF RESEARCH, VOL. 4

G. Fein, M. Rivkin, eds.
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $8

Your decisions about toys, playgrounds, materials and how you interact with children during play do make a difference with what children learn. Find out **why** in this convincing review of contemporary evidence that children's play is much more than just aimless activity.

Settings: Preschool
Functional Areas: Learning Environment, Physical, Cognitive, Social, Program Management

YOUR CHILD AT PLAY SERIES
M. Segal, D. Adcock
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Birth to One Year: Approx. $12
One to Two Years: Approx. $11
Two to Three Years: Approx. $11
Three to Five Years: Approx: $11

Parents and caregivers will experience great pleasure in reading and learning about the special developmental events of early childhood as explained in each of these books.

Settings: Family Day Care, Center-Based Preschool
Functional Areas: Safe, Healthy, Learning Environment, Physical, Creative, Self, Social, Guidance and Discipline, Families

Annotated Video and Audiocassette Materials Listed Alphabetically

THE AGES OF INFANCY: CARING FOR YOUNG, MOBILE AND OLDER INFANTS
Center for Child and Family Studies
Far West Laboratory for Educational Research and Development
180 Harbor Drive, Suite 112
Sausalito, CA 94965
(415) 747-0276
Approx. $65

This video divides infancy into three different stages of development: the young, the mobile, and the older infant or toddler. Each stage is characterized by its own crucial developmental issue. For the young infant, security is the focus; for the mobile infant, its exploration. The older infant is concerned with a quest for identity. Specific guidelines and suggestions for caregiving are offered. [26 mins.]
Settings: Family Day Care, Infant/Toddler
Functional Areas: Safe, Healthy, Learning Environment, Cognitive, Communication, Self, Social, Guidance and Discipline

ANTI-BIAS CURRICULUM VIDEO
Redleaf Press (1991), 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $40

An excellent companion to the book. Direct care staff discuss why the *Anti-Bias Curriculum* is important to them and how they implement it. This video is an easily understood introduction to the ideas in the book for an entire staff. [30 mins.]
Training Support
Settings: Preschool
Functional Areas: Learning Environment, Cognitive, Communication, Creative, Self, Social, Families, Program Management

APPROPRIATE CURRICULUM FOR YOUNG CHILDREN: THE ROLE OF THE TEACHER
NAEYC (1991), 1509 16th St. N.W.
Washington, D.C. 20036-1426
800-424-2460
Approx. $39

The latest in a series of videos depicting developmentally appropriate practices in programs for young children. This video illustrates the important role of the adult in helping children learn in a play-oriented environment and shows the adult's role in child-initiated activity. [28 mins.]
Training Support
Settings: Preschool
Functional Areas: Learning Environment, Cognitive, Communication, Creative, Self, Social

BUILDING QUALITY CHILD CARE: HEALTH AND SAFETY

NAEYC (1991), 1509 16th St. N.W.
Washington, D.C. 20036-1426
800-424-2460
Approx. $39

Part II of a four-part series on the components of high-quality child care, this video focuses on standard health and safety practices in a group care setting. Reviews procedures for handwashing, diapering, toileting, and food serving and the integration of these practices into the daily curriculum. Based on the standards set by the Centers for Disease Control and the American Academy of Pediatrics. [28 mins.]

Training Support
Settings: Family Day Care, Infant/Toddler, Preschool,
Functional Areas: Safe, Healthy, Learning Environment

CARING FOR INFANTS AND TODDLERS

B. M. Caldwell
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $39 VHS (1/2") video

A discussion with Bettye Caldwell. How can unique needs of infants and toddlers be met in group care?

Settings: Family Day Care, Infant/Toddler
Functional Areas: Learning Environment, Physical, Social, Program Management

CELEBRATING EARLY CHILDHOOD TEACHERS

NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $39 VHS (1/2") video, $50 VHS (3/4")

Depicts early childhood professionals at work, caring for and educating young children from birth through age 8 in a variety of settings. The message is that early childhood teachers perform work that is vital to the well-being of young children, their families, and the larger society. Good for showing on public broadcasting, at Affiliate meetings, town meetings, parent meeting or public gatherings.

Training Support

A CLASSROOM WITH BLOCKS

J. Berlfein
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $39

This filmstrip brings the ideas in *The Block Book* to life! Includes English/ Spanish cassette narration and discussion guide for staff, student or parent group.

Settings: Preschool
Functional Areas: Learning Environment, Physical, Cognitive, Creative, Social

CULTURE AND EDUCATION OF YOUNG CHILDREN

C. Phillips
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $39 VHS (1/2") video

A discussion with Carol Phillips. How can programs show respect for our cultural diversity and use this richness to enhance our children's learning?

Settings: Preschool
Functional Areas: Healthy, Learning Environment, Communication, Social, Families

CURRICULUM FOR PRESCHOOL AND KINDERGARTEN

L. G. Katz
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $39 VHS (1/2") video

A discussion with Lillian Katz. What is appropriate for 4- and 5-year-olds?

Settings: Preschool
Functional Areas: Learning Environment, Physical, Cognitive, Program Management

DEVELOPMENTALLY APPROPRIATE PRACTICE: BIRTH THROUGH AGE 5

NAEYC (1991), 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $39

Depicts teachers and children in action in developmentally appropriate programs. Also points out inappropriate practices. Based on NAEYC's position statement, this video is valuable for teachers, directors, trainers and parents. [27 mins.]

Training Support
Settings: Family Day Care, Infant/Toddler, Preschool
Functional Areas: Learning Environment, Physical, Cognitive, Communication, Creative Self, Social, Guidance and Discipline, Families, Program Management

DEVELOPMENTALLY APPROPRIATE PRACTICE: PARTNERSHIP WITH PARENTS

NAEYC (1991), 1509 16th St. N.W.
Washington, D.C. 20036-1426
1-800-424-2460
Approx. $39

Young children benefit most from programs in which teachers and parents work together as partners. This video dramatizes the importance of the parent/teacher relationship for children, how to establish and maintain positive communication, and how to handle the most common problem teachers face in working with parents. [28 mins.]

Training Support
Settings: Family Day Care, Infant/Toddler, Preschool
Functional Areas: Families, Program Management

DISCIPLINE

J. Hymes
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $39 VHS (1/2") video

A discussion with Jimmy Hymes. How do adults help children become self-disciplined?

Settings: Family Day Care, Preschool
Functional Areas: Healthy, Learning Environment, Physical, Communication, Guidance and Discipline

DISCIPLINE: APPROPRIATE GUIDANCE OF YOUNG CHILDREN

NAEYC (1991), 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $39

Teachers, directors and parents can never get enough information about how to handle discipline. This videotape illustrates how positive guidance of young children toward healthy social and emotional development is the foundation of a good early childhood program. It also shows some ways to handle the difficult situations--hitting, not taking turns, temper tantrums--that inevitably arise among preschool children in early childhood centers and family day care homes. [28 mins.]

Settings: Family Day Care, Preschool
Functional Areas: Social, Guidance and Discipline, Families

ENVIRONMENTS FOR YOUNG CHILDREN

E. Prescott, E. Jones
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $39 VHS (1/2") video

A discussion with Elizabeth Prescott and Elizabeth Jones. How do the materials and arrangement of the environment help to meet your goals for children?

Settings: Preschool
Functional Areas: Learning Environment, Program Management

FIRST MOVES: WELCOMING A CHILD TO A NEW CAREGIVING SETTING

Center for Child and Family Studies
Far West Laboratory for Educational Research and Development
180 Harbor Drive, Suite 112
Sausalito, CA 94965
(415) 331-5277
Approx. $65

Concepts developed from research and field experience are presented to help ease a child into a new child care setting: using time, space, and indirect contact and reading the child's cues. The influence of the child's developmental level and the crucial role of the parent in the separation process are discussed. [27 mins.]

Settings: Family Day Care, Infant/Toddler
Functional Areas: Learning Environment, Communication, Self, Social, Families

FLEXIBLE, FEARFUL, OR FEISTY: THE DIFFERENT TEMPERAMENTS OF INFANTS AND TODDLERS

Center for Child and Family Studies
Far West Laboratory for Educational Research and Development
180 Harbor Drive, Suite 112
Sausalito, CA 94965
(415) 331-5277
Approx. $65

This video explores various temperamental styles of infants and toddlers identified in research studies by Stella Chess, M.D., and Alexander Thomas, M.D. Nine identified traits can be grouped into three temperamental styles: flexible, fearful or feisty. Techniques are described for dealing with children of different temperaments in infant/toddler groups. [29 mins.]

Settings: Family Day Care, Infant/Toddler
Functional Areas: Communication, Self, Social, Guidance

GETTING IN TUNE: CREATING NURTURING RELATIONSHIPS WITH INFANTS AND TODDLERS

Center for Child and Family Studies
Far West Laboratory for Educational Research and Development
180 Harbor Drive, Suite 112
Sausalito, CA 94965
(415) 331-5277
Approx. $65

This video presents the importance of responsive caregiving and explores a process for getting in tune with infants and toddlers in a child care setting. The process consists of studying child development and temperamental differences in infants and toddlers; learning about the children's families and their cultures; developing self-awareness; and mastering the responsive process of watch, ask, and adapt. [24 mins.]

Settings: Family Day Care, Infant/Toddler
Functional Areas: Cognitive, Communication, Self, Social, Guidance and Discipline, Families

HOW YOUNG CHILDREN LEARN TO THINK

C. Kamii
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $39 VHS (1/2") video

A discussion with Constance Kamii. Clear, concrete explanation of Piaget's theory of how children acquire knowledge. For teachers and parents.

Settings: Family Day Care, Preschool
Functional Areas: Physical, Cognitive, Communication, Social, Families

INFANT/TODDLER ENVIRONMENT RATING SCALE (ITERS)

Video Training Package
T. Harms, D. Cryer
Teachers College Press
P.O. Box 2032
Colchester, VT 05449
800-488-2665
Approx. $59

This is a multimedia training package developed for learning how to use the ITERS accurately. The package contains an interactive videotape and an instructor's guide; a video guide and training workbook for trainees, and is sold separately in packages of seven. The 24-minute videotape presents six observations from ongoing infant/toddler videotape observations, and provides answers and explanations for all the training activities.

Training Support
Settings: Infant/Toddler
Functional Areas: Safe, Healthy, Learning Environment, Physical, Cognitive, Communication, Self, Social

IT'S NOT JUST ROUTINE: FEEDING, DIAPERING, AND NAPPING INFANTS AND TODDLERS

Center for Child and Family Studies
Far West Laboratory for Educational Research and Development
180 Harbor Drive, Suite 112
Sausalito, CA 94965
(415) 331-5277
Approx. $65

Caregiving routines are presented from the infant's perspective. Also demonstrated are appropriate health, safety and environmental practices for each routine (feeding, diapering, and napping). The content of the video emphasizes that such caregiving routines are opportunities for individualized, responsive caregiving that can facilitate each child's development. [24 mins.]

Settings: Family Day Care, Infant/Toddler
Functional Areas: Safe, Healthy, Learning Environment, Communication, Social

KRISTA

B. Gold, N. Trumbo, producers
Child and Family Services
626 N. Coronado
Los Angeles, CA 90026
(213) 413-0777
Approx. $35

"Krista" is an educational film that takes its audience through the experiences of an orthopedically impaired child as she is mainstreamed into a Head Start program in Tujunga, California. This documentary account follows Krista into UCLA Hospital for an amputation, to the Child Amputee and Prosthesis Project for a prosthesis fitting, and culminates in her long-awaited return to school wearing her new leg. Techniques to facilitate children's development are discussed in a format that is candid, realistic and encouraging of the capacity of children and adults to create supportive, empathetic environments for each other. [23 mins.]

Training Support
Settings: Preschool
Functional Areas: Learning Environment, Physical, Cognitive, Communication, Self

LEARNING CAN BE FUN

E. Jenkins
NAEYC, 1509 16th St. N.W.
Washington, DC 20009-5786
800-424-2460
Approx. $39 VHS (1/2") video

Ella Jenkins demonstrates how she sings and uses music to promote learning. You can do it, too.

Settings: Family Day Care, Preschool
Functional Areas: Learning Environment, Communication, Social, Program Management

MISTER ROGERS TALKS WITH PARENTS
NAEYC, 1509 16th St. N.W.
Washington, DC 20009-5786
800-424-2460
Approx. $39.00 VHS (1/2") video

What are some of the pressures on children today? Take a brief visit to "The Neighborhood" too.
Settings: Family Day Care, Preschool
Functional Areas: Healthy, Self, Social, Guidance and Discipline, Families, Program Management

NEW ROOM ARRANGEMENT AS A TEACHING STRATEGY
D. T. Dodge
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $35

This video teaches the basic principles of room arrangement and illustrates the impact room arrangement has on children's behavior.
Settings: Preschool
Functional Areas: Learning Environment

NOW YOU'RE TALKING
Educational Productions, Inc. (1991)
7412 SW Beaverton Hillsdale Hwy.
Suite 210, Portland, OR 97225
800-950-4949
Approx. $300

Children need many opportunities to practice using language. But having productive conversations with young children takes skill. Once we've engaged children, how do we extend conversations? How do we draw children out so they'll want to share their ideas and feelings? Effective techniques that focus and extend conversations are modeled. [30 mins.]
Settings: Family Day Care, Preschool
Functional Areas: Cognitive, Communication

OH SAY WHAT THEY SEE
Educational Productions, Inc.(1991)
7412 SW Beaverton Hillsdale Hwy.
Suite 210, Portland, OR 97225
800-950-4949
Approx. $300

Indirect Language Stimulation Techniques--Simple ways to talk with young children from 1 to 4, or older, support each child's process of acquiring language. These techniques are demonstrated for parents and teachers in this 30-minute video.
Settings: Family Day Care, Infant/Toddler, Preschool
Functional Areas: Cognitive, Communication

PLAY AND LEARNING
B. Biber
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $39 VHS (1/2") video

A discussion with Barbara Biber. Why is play important? What do children learn when they play?

Settings: Family Day Care, Preschool
Functional Areas: Healthy, Learning Environment, Physical, Cognitive, Communication, Creative, Self, Social

READING AND YOUNG CHILDREN
J. McCarthy
NAEYC, 1509 16th St. N.W.
Washington, DC 20037-1426
800-424-2460
Approx. $39 VHS (1/2") video.

A discussion with Jan McCarthy. What can teachers say to parents who want their children to learn to read in preschool? Perfect companion for the book *More Than ABC's*.

Settings: Preschool
Functional Areas: Healthy, Learning Environment, Physical, Cognitive, Communication

RESPECTFULLY YOURS: MAGDA GERBER'S APPROACH TO PROFESSIONAL INFANT/TODDLER CARE
Center for Child and Family Studies
Far West Laboratory for Educational Research and Development
180 Harbor Drive, Suite 112
Sausalito, CA 94965
(415) 331-5277
Approx. $65

J. Ronald Lally, Ed.D., interviews Magda Gerber, M.A., an internationally recognized leader in infant care. A variety of topics are covered, with scenes from caregiving settings illustrating points that Magda makes during the interview. [58 mins.]

Settings: Family Day Care, Infant/Toddler
Functional Areas: Safe, Healthy, Physical, Cognitive, Communication, Social

SEEING INFANTS WITH NEW EYES
M. Gerber
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $39 VHS (1/2") video

Magda Gerber's exemplary program dramatically illustrates how adult interactions with infants can make a difference.

Settings: Family Day Care, Infant/Toddler
Functional Areas: Healthy, Learning Environment, Communication, Self

SKILLS FOR PRESCHOOL TEACHERS

J. J. Beaty
McGraw Bookstore, Elmira College
Elmira, NY 14901
(607) 735-1800
Approx. $150

A series of eight filmstrips with cassette tapes. Topics are setting up the classroom, managing the daily program, self-image and self-control, dramatic play, speaking and listening skills, preschool book experiences, preschool science experiences, and outdoor play equipment.

Settings: Preschool
Functional Areas: All 13 Functional Areas

SPACE TO GROW

Educational Productions, Inc. (1991)
7412 SW Beaverton Hillsdale Hwy.
Suite 210, Portland, OR 97225
800-950-4949
Approx. $300

"Space to Grow" takes viewers on a unique tour of a model language-based preschool. Here, the classroom is planned to support the whole child in developing cognitive, motor and social skills with a special emphasis on helping children acquire language skills. [20 mins.]

Settings: Family Day Care, Preschool
Functional Areas: Learning Environment, Physical, Cognitive, Communication, Self, Social

TIME WITH TODDLERS

M. Carter and Kidspace Childcare Center
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $45

A captivating look at toddler development, and why toddlers do what they do.

Settings: Family Day Care
Functional Areas: Safe, Healthy, Learning Environment, Cognitive, Communication, Guidance and Discipline, Families, Program Management

THE UNIQUENESS OF THE EARLY CHILDHOOD PROFESSION

M. Almy
NAEYC, 1509 16th St. N.W.
Washington, DC 20036-1426
800-424-2460
Approx. $39 VHS (1/2") video

A discussion with Millie Almy. How is early childhood education different from other levels of education? What special preparation and skills are required to teach young children?

Settings: Family Day Care, Preschool
Functional Areas: Professionalism

WE ALL BELONG: MULTICULTURAL CARE THAT WORKS
Australian Early Childhood Association
Redleaf Press, 450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
Approx. $30

Turn cultural diversity into something powerful and creative for the children in your program. Ideal for staff training, program planning and reviewing the environment.

Training Support

WELL-TOLD STORIES AND SCENES FROM CLASSROOM OBSERVATIONS
C. D. Beers
San Juan College
4601 College Boulevard
Farmington, NM 87402
(505) 599-0280
Approx. $30

Shot on location in Native American classrooms, this video features a Navajo Head Start teacher, Jessie Ritsui, who speaks informally about CDA training as she works on her loom weaving. There are shots of Native American landscapes, children and adults in unrehearsed, naturalistic settings that illustrate Jessie's comments. The target audience could be the general public as well as those more specifically interested in Head Start and CDA training. The footage in "Scenes from Classroom Observations" shows Native American children and adults in action in preschool classrooms. It is a useful addition for training with CDA Candidates, Advisors, and early childhood education faculty. [40 mins. total footage]

Training Support

Printed Materials Listed by Functional Area

SAFE
American Red Cross Child Care Course: Child Development Unit 3
American Red Cross Child Care Course: Health and Safety Units 4
Attitudes, Skills, Knowledge . . . in Action 5
Better Baby Care 6
Caring for Infants and Toddlers, Vol. I 9
Caring for Preschool Children, Vol. II 10
Caring Spaces, Learning Places 10
Children with Special Needs in Early Childhood Settings 11
Children's Play and Playgrounds 11
The Child's Construction of Knowledge 12
Curriculum Planning for Young Children 13
Developing and Administering a Child Care Center, 2nd Ed. 14
Developing Safety Skills with the Young Child 15
Early Childhood Environment Rating Scale 17
Emergency Medical Treatment: Children 17
Emergency Medical Treatment: Infants 17
Essentials for Child Development Associates 18
Everybody Has a Body 18
Family Day Care Handbook 20
Family Day Care Information Packets 20
Family Day Care Rating Scale 20
Finding the Best Care for Your Infant or Toddler 21
Home-Centered Care 23
How to Generate Values in Young Children 24
Infant/toddler Care and Education 25
Infant/toddler Environments Rating Scale 25
The Infant and Toddler Handbook 26
Infants and Toddlers: Curriculum and Teaching 26
The Infants We Care For 26
It's My Body 27
Pathways to Play 34
Practical Solutions to Practically Every Problem 36
The Preschool Years 36
Resources for Infant Educarers 38
A Roomful of Children 39
Sigh of Relief 40
Skills for Preschool Teachers 41
Toddler Day Care 44
Who Am I in the Lives of Children? 46
Your Child at Play Series 48

HEALTHY
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Alerta, a Multicultural, Bilingual Approach to Teaching Young Children 3
American Red Cross Child Care Course: Child Development Units 3
American Red Cross Child Care Course: Health and Safety Units 4
Anti-Bias Curriculum 4
Attitudes, Skills, Knowledge . . . in Action 5
Better Baby Care 6
Birth to One Year 7
Caring: Supporting Children's Growth 9
Caring for Infants and Toddlers, Vol. I 9
Caring for Preschool Children, Vol. I 10

Caring Spaces, Learning Places 10
Children with Special Needs in Early Childhood Settings 11
The Child's Construction of Knowledge 12
Creative Food Experiences for Young Children 13
Curriculum Planning for Young Children 13
Developing and Administering a Child Care Center, 2nd Ed. 14
Developing Safety Skills with the Young Child 15
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Emergency Medical Treatment: Infants 17
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Helping Young Children Understand 23
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How to Generate Values in Young Children 24
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Infant/toddler Environment Rating Scale 25
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Infants and Toddlers: Curriculum and Teaching 26
The Infants We Care For 26
It's My Body 27
Listen to the Children 28
Mainstreaming 28
Making a Difference 29
More than Graham Crackers 29
Mother's Almanac 30
Pathways to Play 34
Practical Solutions to Practically Every Problem 36
The Preschool Years 36
Raising Good Children 37
Recipes to Grow On 38
Reducing Stress in Young Children's Lives 38
Resources for Infant Educarers 38
Responding to Infants 39
A Roomful of Children 39
Sign of Relief 40
Skills for Preschool Teachers 41
Those Mean Nasty Dirty Downright Disgusting but . . . Invisible Germs ... 43
Toddler Day Care 44
A Very Practical Guide to Discipline 45
Who Am I in the Lives of Children? 46
Your Child at Play Series 48

LEARNING ENVIRONMENT

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Active Learning for Threes 2
Active Learning for Twos 2
Activities for School-Age Child Care 2
Ages and Stages 3
Alerta, a Multicultural, Bilingual Approach to Teaching Young Children 3

Guide

Anti-Bias Curriculum 4
Art: Basic for Young Children 4
Attitudes, Skills, Knowledge . . . in Action 5
Beautiful Junk: Creative Classroom Uses for Recyclable Materials 5
Before the Basics 6
Better Baby Care 6
Beyond the Stereotypes 6
Birth to One Year 7
The Block Book 7
Caring for Infants and Toddlers, Vol. I 9
Caring for Preschool Children, Vol. I 10
Caring Spaces, Learning Places 10
Children with Special Needs in Early Childhood Settings 11
Children's Play and Playgrounds 11
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The Computer as a Paintbrush 12
Creative Activities for Young Children 12
The Creative Curriculum Series 12
Curriculum Planning for Young Children 13
Developing and Administering a Child Care Center, 2nd Ed. 14
Developmentally Appropriate Practice 15
Diversity in the Classroom 16
The Dynamic Infant 16
Early Childhood Environment Rating Scale 17
Educating Language-Minority Children 17
Emergency Medical Treatment: Children 17
Essentials for Child Development Associates 18
Extracting Learning Styles 19
Family Day Care Handbook 20
Family Day Care Information Packets 20
Family Day Care Rating Scale 20
Feeling Strong, Feeling Free 20
Finding the Best Care for Your Infant or Toddler 21
Guidance of Young Children 22
A Guide to Discipline 22
Heart to Heart Caregiving 23
Helping Young Children Understand 23
Home-Centered Care 23
Including All of Us: An Early Childhood Curriculum about Disability 25
Infant/toddler Care and Education 25
Infant/toddler Environment Rating Scale 25
The Infant and Toddler Handbook 26
Infants: Their Social Environments 26
Infants and Toddlers: Curriculum and Teaching 26
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Language in Early Childhood Education 27
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Mainstreaming 28
More than ABC's 29
More than Graham Crackers 29
More Things to Do with Toddlers and Twos 30
Mud, Sand and Water 30
Multicultural Issues in Child Care 30
Music in Our Lives 31
My Own Fun 31
The New Child Development 32
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Parent Involvement in Early Childhood Education 33

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Portage Guide to Early Childhood ... 35
A Practical Guide to Solving Preschool Behavior Problems ... 35
Practical Solutions to Practically Every Problem ... 36
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Teaching Kit ... 42
Teaching Preschoolers: It Looks Like This . . . In Pictures ... 43
Things to Do with Toddlers and Twos ... 43
Toddler Day Care ... 44
Trusting toddlers ... 45
Understanding the Multicultural Experience ... 45
What Will Happen If . . . Young Children and the Scientific Method ... 46
Who Am I in the Lives of Children? ... 46
Woodworking for Young Children ... 47
The Young Child at Play ... 47
Your Child at Play Series ... 48

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Active Learning for Threes ... 2
Active Learning for Twos ... 2
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Ages and Stages ... 3
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Attitudes, Skills, Knowledge . . . in Action ... 5
Better Baby Care ... 6
Birth to One Year ... 7
The Block Book ... 7
Caring for Infants and Toddlers, Vol. I ... 9
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Early Childhood Environment Rating Scale ... 17
Essentials for Child Development Associates ... 18
Everybody Has a Body ... 18
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Growing Up Reading 21
Growing Up Writing 22
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Including All of Us: An Early Childhood Curriculum about Disability 25
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Learning About Teaching 27
Let's Play Outdoors 28
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Mainstreaming 28
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More Things to Do with Toddlers and Twos 30
Observing Development of the Young Child 32
Outside Play and Learning 33
Parents Speak Out 34
Pathways to Play 34
Portage Guide to Early Education 35
Practical Solutions to Practically Every Problem 36
The Preschool Years 36
Raising Good Children 37
Resources for Infant Educarers 38
Responding to Infants 39
School-Age Child Care 40
Science with Young Children 40
The Significance of the Young Child's Motor Development 40
Skills for Preschool Teachers 41
Teacher's Edition, Early Childhood Music 42
Teaching Preschoolers: It Looks Like This . . . In Pictures 43
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A Very Practical Guide to Discipline 45
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Active Learning for Threes 2
Active Learning for Twos 2
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Appendix A:
Summary of the National Demonstration Projects in Colleges: CDA Training and Assessment Preparation

Appendix A

SUMMARY OF THE NATIONAL DEMONSTRATION PROJECTS IN COLLEGES: CDA TRAINING AND ASSESSMENT PREPARATION

The following is a summary of the colleges that were funded in the three groups of CDA demonstration training and assessment preparation grants. This summary shares the spirit, challenges, and triumphs of the colleges which received training grants to develop CDA training and assessment preparation models during the three separate seventeen month grant periods.

Projects Funded

In 1986-1987, nineteen community colleges were funded to train and prepare family day care providers for CDA assessment.

In 1987-1988, fifteen community colleges and four year colleges and universities were funded to train and prepare center-based child care staff, family day care providers, and home visitors for CDA assessment.

In 1989-1990, twelve colleges were funded to train and prepare child caregivers in isolated populations to earn their CDA Credential.

General Demographics

The first group of funded programs consisted of community colleges which served family day care providers. The second group were colleges which served center-based and home visitors as well as family day care providers. The third group was charged with reaching out to geographically isolated populations to serve center-based staff, family day care providers, and home visitors.

- The programs served diverse demographic and geographic populations. Some programs were located in large urban populations, some served urban and suburban populations, and others served geographically isolated populations in the mountains or on Indian reservations.

- Each program served between 10 and 47 participants with the majority of programs training approximately 15 to 20 providers.

- The participants in the first group consisted of African-American and Caucasian caregivers but included one Native American and one Hispanic. Within the second group the participants were mostly Caucasian with some African-Americans, Hispanics, and Native Americans (Guam Community College's candidates included Chamorros and Paluans). In the third group, the participants were primarily Native Americans and Hispanics with some Caucasians and a few African-Americans.

- The vast majority of participants were female with a few programs having one male and one program having four males. Several family day care providers were assisted in their businesses by their husbands.

- Participants' ages ranged from seventeen to sixty-eight. Participants' educational levels ranged from a tenth grade education to a master's degree, with the majority being high school graduates who had additional workshop or college level training. A larger percentage of Native Americans had dropped out of school though many of those had earned a General Equivalency Diploma (GED).

- Income levels ranged from poverty level to upper middle class, with the majority being in the low income level. Southern Virginia Community College reported that the majority of their population had an extremely low annual income with more than 12% being below $5,000.

- Colleges serving reservations reported poverty as a concern. Salish Kootenai College reported that 32% of the area's Native Americans fell below poverty level in both income and housing, with only 40% completing high school and with more than 60% of the population under 24 years of age.

- Participants' work experience in child care ranged from having no experience to having over thirty years of experience, with the average being between three and five years.

- Participants enrolled in the programs to increase their child care skills, to gain a paid education, to advance their careers or to increase job security, to increase their self-esteem and professionalism, to help meet requirements for advanced levels of education, to affirm their competency, and/or to address the shortage of men in child care.

PROGRAM

Recruitment

The first grants awarded addressed the CDA training needs of family day care providers. The second grants served family day care providers, center-based providers, and home visitors. The third grants served these same groups with the stipulation that they be in geographically isolated areas.

- Colleges utilized lists of registered providers supplied by local social services, child care food programs, family day care associations, local AEYCs, college rosters, child development agencies, community agencies, and Head Start to contact caregivers by telephone, letter, or flyer.

- Some colleges made connections with local Head Start programs to obtain participants.

- Colleges used a variety of advertising tools which included:
  - The development and distribution of special CDA brochures.
  - Public service announcements on radio and television.
  - Articles in the campus newspaper.
  - Announcements in:
    - Local newspapers.
    - Family day care newsletters.
    - Bilingual education departments in public schools.
    - JTPA and state employees newsletters (Columbus State College).
  - Posters displayed by agencies and in public locations.
  - Placement of brochures in the local public schools.

- Other recruiting efforts included:
  - Telephoning providers listed with the county.
  - Speaking at Child Care Food Program meetings.
  - Speaking at special recruitment meetings or at family day care and child care association meetings.
  - Speaking at state NAEYC annual meetings.
  - Hiring a bilingual consultant to reach the Latino community (Hartnell Community College).
  - Identifying participants through a needs assessment.
  - Personal visits to caregivers working with tribal councils.
  - Contacts with rehabilitation and counseling centers.
  - Contacts with mental health organizations.
  - Arranging special orientation and recruitment programs.
  - Utilizing a "Workshop on Wheels" (Central Missouri State University).

- In addition, some programs developed networks with other agencies, such as local departments of health and social services, counseling and rehabilitation agencies, minority outreach and support groups, United Way agencies, county extension offices, tribal councils, local Head Start agencies, child care food programs, and child care resource and referral agencies, to locate participants.

Program Acceptance Criteria

- Colleges required providers to be registered, to be in good standing with the local regulatory agency, and to meet the CDA eligibility criteria.

- Some colleges accepted providers on a first come, first served basis.

- Some colleges required admission interviews to determine both ability and willingness to complete the program. Others required that the candidate be recommended by tribal councils, Head Start or child care centers.

- Lansing Community College chose participants based on representative population sample, location, writing skills, experience, and previous training.

- Oklahoma City Community College required that one funded course be successfully completed before participants were admitted into the program.

- Some colleges had elaborate selection processes, including home interviews and observations of applicants at work with children, or extensive interviews and evaluation processes, to select trainees.

- Salt Lake Community College required that participants meet the college's cut-off score on the ASSET Test.

- Some colleges conducted an assessment process to individualize training for participants.

- Some colleges forwarded names of caregivers not selected for the grant-funded program to the local manager of the CDA Scholarship Fund.

- Some colleges had many caregivers who applied but who did not meet the requirements for CDA candidacy.

- Columbus State College chose participants who were not in Head Start or college graduates, and who met the CDA eligibility criteria and passed a criminal background check.

Course Approval Process

- Several colleges incorporated the grant participants into the regular child development courses offered. This eliminated the need for specific numbers to maintain a course.

- A few colleges developed programs specifically for grant participants. In doing this, three colleges experienced very late starts because of college course approval policies. Other colleges avoided delays by offering courses under an "experimental" or "special problem" listing. Specialized courses ere praised by caregivers as being especially relevant to their needs but colleges found them to lack cost effectiveness.

Curriculum Implementation

Projects funded in Group I developed training and assessment support programs for family day care providers. Projects funded in Groups II and III were not restricted and were permitted to provide CDA training and assessment support for preschool center-based staff, infant-toddler caregivers, home visitors, family day care providers, and the bilingual specialization for each option.

Structural Parameters

- The programs consisted of between 3 and 39 credits, with California based programs consisting of 6 units each.

- Several colleges established or used advisory boards to assist in the development and design of the project, recruiting people from a wide variety of positions in child care, including Head Start, regulatory agencies, advocacy agencies, child caregivers, and college personnel.

- Colleges had the most success with courses and formats that met the needs of the participants in their particular communities. Some colleges met with, while others conducted surveys of, groups of caregivers to gain insight into class scheduling and format.

- Programs were adapted to the specific demands of work and family, geographic distance, academic levels, and cultural needs of participants.

- Several colleges, such as Harrisburg Area Community College and Southside Virginia Community College, adjusted their content and delivery systems mid-session to accommodate participants' needs.

- Several colleges included a home study component and small cluster group meetings in their programs.

- Harrisburg Area Community College developed a pretraining assessment course.

- The University of New Mexico at Gallup noted that "the timeless world" from which their service population came made it difficult to accomplish a structured educational program.

- Guam Community College reported that before the project could begin, time was required to bring broad agreement and understanding of the project to all the peoples represented on the island to gain their approval and support to ensure participation.

- Several projects reported that it was difficult to secure support from local child care programs and boards of trustees for participants and to schedule training around work schedules.

- Projects required extensive administrative time and record keeping which several had not addressed in their budgets.

Format

- Several colleges noted the difficulties inherent in supporting providers who had tremendous variations in training and ability.

- Classes were held on- and off-campus in family day care providers' homes, child care centers, elementary school classrooms, Head Start training rooms and community meeting rooms.

- A few colleges such as Dundalk Community College and Massachusetts Bay Community College reported that classes were held in family day care providers homes. Catonsville Community College held Saturday morning classes in a local elementary school.

- Classes were held during the day, evening, on Saturdays, weekly or bi-weekly to meet the needs of participants.

- One college utilized cooperative education as the field training for participants.

- Salt Lake Community College awarded two contact hours to participants through their cooperative education program.

- San Juan College used the Native American tradition of storytelling and ceremonies to assist in training and portfolio development.

- Colleges used discussion, seminar, videotape feedback, workshops, videotape programs, independent study, and lecture formats. John A. Logan College compared the use of videotape to traditional classes and noted that participants gained more from the classroom interaction. Some colleges loaned video equipment to participants.

- Field based training was a major component (at least 50% of the funded training time) in all projects. This component required extensive time and funding.

- Several colleges developed teaching modules and/or videotapes (Appendix C) from the funds of this grant or as byproducts of this grant. Some of the videotapes present CDA competency information; some are documentations of caregivers' competencies. Some of these videos have been disseminated to other colleges, day care centers, and tribes. Salish Kootenai College developed a video series which was aired on the local PBS station. Videos prepared by Oklahoma City Community College were widely distributed to other colleges.

- A few programs, such as Columbus State, designed the training so that participants spent several months in class and then several months in field based settings.

- Programs serving isolated populations used creative means to reach populations. Examples of this include the University of Alaska Southeast's satellite-assisted audio-conferencing, Central Missouri's "Workshop on Wheels," and Northwest Indian College's mobile child development lab. Several projects employed the assistance and support of tribal councils.

- Most colleges designed their programs to mitigate participants' stress, to make them comfortable, to be sensitive to their needs, and to be supportive through the sometimes overwhelming process.

- Central Missouri State University utilized a "Workshop on Wheels" to recruit, disseminate information, and train participants.

- Several colleges, such as Gainesville College, offered optional speed-reading and study skills courses.

- Front Range Community College utilized trained senior citizens as substitutes so that providers could visit other child care settings.

Instructors/Field Advisors

- Some colleges assigned one person the responsibility of conducting the classes and the training for the providers.

- Some colleges utilized a variety of instructors on staff to serve as program instructors and advisors. Some advisors were paid directly through the grant by contract and others were paid indirectly through the grant by monies generated from tuition; some advisors were compensated with in-kind services.

- Chicago City-Wide College contracted with individual professionals to each supervise one or two providers each in the field. The College expressed concerns that these advisors were not available for sufficient time to meet participants needs and that they may have felt more committed to the project if they were responsible for a larger segment of it.

- Colleges across all groups noted the difficulty in finding competent advisors who were able to give the time commitment required to support a CDA candidate. San Antonio instituted a system of adopt-a-provider centers to help meet this need.

- Several colleges serving isolated geographic areas reported difficulties in intercultural relations between advisors and participants. For example, Oklahoma City Community College replaced advisors whose failure "to see the big picture" kept them from transferring knowledge to candidates.

- Colleges serving isolated areas also reported that extensive travel was a burden to instructors/advisors. University of Alaska Southeast reported that populations had to be reached by ferry or plane. Rose State reported that it underestimated travel time and mileage for advisors and compensated them, in part, with in-kind services.

- Advisors met with participants individually, in small groups, or by a combination of both.

- Twenty-five percent of Alan Hancock College's candidates requested bilingual specialization, but no bilingual advisor was available.

- Columbus State had successful CDA Candidates share their portfolios with new participants in the program.

- Several colleges, including Greenville Technical College, reported that instructors and advisors found it difficult to have equal criteria and credentialing requirements for participants who had extremely diverse needs and backgrounds.

Resources

- Regulatory agencies provided names, addresses, and telephone numbers of caregivers. Some assisted in contacting or recommending participants.

- Local Head Start agencies provided contacts, materials, advisory assistance, and participants for the projects.

- Instructional material and support were provided by:
  - Child care food programs.
  - Child care resource and referral agencies.
  - Public schools.
  - County extension agencies.
  - Community rehabilitation, counseling and mental health agencies.

Accomplishments of the Grants

Stimulating CDA Training

- The number of child caregivers with CDA credentials increased, especially in the family day care specialization and in isolated geographic areas.

Stimulating CDA Training (cont.)

- Models of CDA training programs which represent diversity in geography, population, and region were established across the nation.

- Visibility and viability increased for the CDA credential and the child care profession.

- Networking by colleges, such as Harrisburg Area Community College, led to interest in CDA training at other colleges.

- Participants earned college credits while preparing for their CDA Credential.

- The College of Southern Idaho reported that the availability of the curriculum developed through the grant made it possible to secure a grant to address crisis foster care using CDA training. Vermont College of Norwich University reported that this grant assisted them in securing another grant focused on providing CDA training to persons serving special needs children.

- The number of participants where trained to provide quality care increased.

- North Dakota State University and Vermont College reported that the earning of the CDA credential resulted in caregivers moving to director positions in child care.

- Several communities and colleges, such as Gainesville, held special programs to honor participants who earned their CDA credentials.

- Chicago City-Wide College, among several others, noted that participants reported extensive personal growth in terms of increased self-esteem and self-confidence, a sense of professionalism, and a feeling of pride in their work.

Increased Visibility and Quality for Child Care

- Parent and community awareness of and involvement in child care issues increased.

- Many participants who successfully completed training continued their education.

- Massachusetts Bay Community College noted that the program resulted in better enforcement of state licensing regulations.

- Some family day care providers indicated interest in becoming center-based providers or possibly school teachers.

- Several participants became active in professional child care organizations, with many assuming leadership roles.

- Several participants were conference presenters at the local, state, or national level.

- Several participants were selected to represent family child care interests on state task forces.

- Several colleges in the third group reported that participants eagerly incorporated professional philosophies such as NAEYC's Developmentally Appropriate Practices into their child care practices.

Development of Material, Training, and Support Approaches

- Several new training materials were developed and made available to the community:
  - Videotape Series (Oklahoma City Community College.)
  - Videotape of LAT Meeting (North Dakota State University.)
  - Videotape of Portfolio Development (San Juan College.)
  - Training Manuals (Logan Community College.)
  - Training Modules (Denver Community College.)
  - Training Videos (Front Range College and Essex Community College.)

- Participants from Lansing Community College generated a list of accomplishments and recommendations for future programs.

- San Juan Collegedeveloped an innovative and successful curriculum based on the Native American skills of self-reflection and storytelling to include legends.

- New credit courses and programs were developed by colleges to service the child care population.

- University of New Mexico, Gallup and Sinte Gleska College reported the development of an Associate of Arts degree in early childhood.

- Trained participants developed support and advocacy networks to maintain contacts with classmates; several colleges arranged social functions to help participants network with other providers. Furthermore, networks developed between participants and community groups.

- Two research studies were conducted with the training projects. John A. Logan College compared the video delivery of instruction with a seminar delivery and reported that participants preferred the seminar format. A second study, performed by Dundalk Community College, included a control group and found significant increases in the trained family child care participants' quality of physical arrangement, use of language, and caregiver-child interaction.

Attrition

Several colleges experienced high attrition rates. Reasons given for this involved personal or family member's illness, marital difficulties, transportation problems, time demands of caregiving and family, inability to secure personal child care, lack of self confidence, poor time-management skills, poor reading and writing skills, travel distance, and a lack of commitment/motivation.

Personal Issues

- Several colleges lost providers who relocated out of the area served by the program or left the child care program.

- A few colleges reported that a participant left the program to avoid being observed.

- A few colleges mentioned that many providers had few social supports so that inconveniences such as illness and home problems were major obstacles to attendance.

- Several colleges reported that participants' husbands would not permit them to attend classes.

Academic Issues

- More than two-thirds of the colleges reported that participants lacking basic academic skills progressed more slowly through the program, needed strong support systems, experienced more severe and more frequent personal and family problems, and were at great risk for not completing the program.

- John A. Logan College noted that many providers seemed to lack the motivation to complete a class or to do a homework assignment.

Strategies

- One college met with providers on the night of and in conjunction with the family day care association meeting.

- Colleges minimized dropouts by maximizing contact between providers and the regional training assistants, by offering small support groups to assist candidates in the completion of their portfolios, and by providing food and social activities to accompany classes (Central Missouri State University.)

General

- High attrition rates were particularly devastating to rural programs which had few family day care providers and large territories. These colleges had difficulty finding providers to replace those that were lost. In such instances providers could not be found and, therefore, center-based providers were included in the training.

- Among the third group participants, lack of center's director support, portfolio problems, poor time management, personal problems, center closure, family needs, and distance/transportation led to attrition.

- A few colleges noted that the overall time commitment required of providers for the program may have been too demanding.

- A major factor in both recruiting and attrition was that many states either did not recognize the CDA credential or did not include it as an enhanced level of training within the state child care regulations. In many states, outside of Head Start, there was no incentive beyond personal commitment for child caregivers to enroll in the training or to complete the assessment process.

Funding Issues and Solutions

- Colleges in the first group who did not have providers' tuition and CDA fees covered in their grants experienced difficulty in recruiting providers who could afford the training. These colleges expended great amounts of time, effort, and anxiety attempting to locate external funding sources to support providers.

- Family day care providers were often on very limited incomes and could not afford to pay for either the training or the CDA credential fees. This added to the attrition rate in some programs.

- Several colleges found external funds to support their efforts. Examples of these include; the development of a revolving scholarship fund for providers' credential fees through the American Express Foundation and a senior citizens' group, the establishment of an OAEYC-CDA scholarship in Ohio, a local college scholarship, the use of Pell Grants (in programs which could be incorporated into Associate of Arts degrees), the development of JTPA Training agreements in Ohio, and the development of some state funding support in Vermont. The initiation of the CDA scholarship assisted the second and the third groups.

- Several programs utilized the grant funds to support the CDA assessment process with administrator and instructor costs being covered by the colleges.

- Several colleges offered reduced tuition for participants. For example, Central Missouri State University charged participants half of the normal tuition rate.

- One unresolved problem in funding was that many providers had income levels that made training costs prohibitive and yet were high enough to make them ineligible for JTPA funds.

- Colleges in the second group received funds later than scheduled. Many of these programs received time extensions to complete their projects.

- Several colleges in the third group experienced extremely high costs associated with the extensive travel required of advisors and instructors. One college expended all of its funds and had to exchange advisor time for in-kind services.

- Programs in the third group had participants apply to the CDA Scholarship Fund for additional assistance.

- Some colleges advocated for the use of CDA Scholarship Fund monies for training as well as for the assessment fees.

- Rose State College stated that additional training funds for the future were needed.

- Geographically, economically, and academically isolated populations required appropriate, flexible, and funded training. These populations required innovative, non-traditional training approaches including both extensive personal and basic skills support which required external funding.

- Parents need to understand the significance of CDA and to apply pressure on providers to earn the credential.

- Colleges should continue articulation about CDA, particularly at the NAEYC annual conference.

- The Council for Early Childhood Professional Recognition should be encouraged to mount a massive parent education campaign, working through visual and print media, such as Parent magazine, to extol the virtues of CDA.

- Lansing Community College commented, "The individual readiness factor [is] crucial for success." Students should not be pushed; self-pacing is critical for success. There should be a limit to the number of students per advisor.

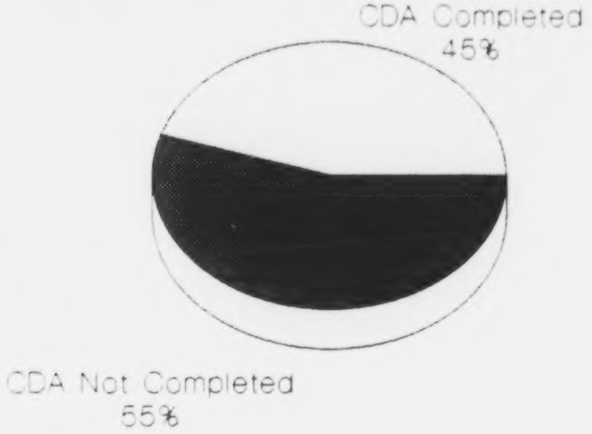
- Quality of training should be retained while making the delivery of training cost-effective. However, it is critical to expose students to a professional atmosphere through on-campus training.

- Projects serving isolated populations should have, as a minimum, one to two instructors, two advisors, one curriculum/resource coordinator, and one administrator.

- Additional advisor training and support is needed.

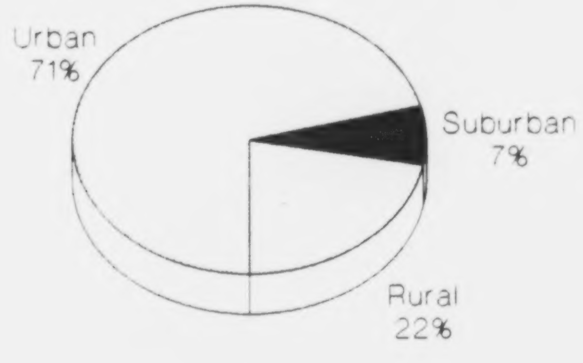
- Instructors should have sufficient background in early childhood education/child development: "...it is difficult to teach others what you don't understand yourself."

CDA Credential Recipients



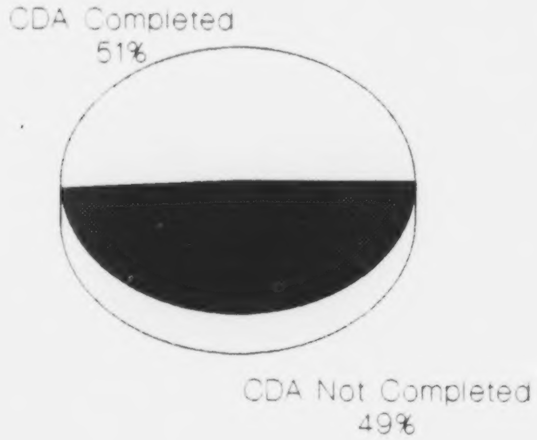
GROUP I

Geographical Area Served



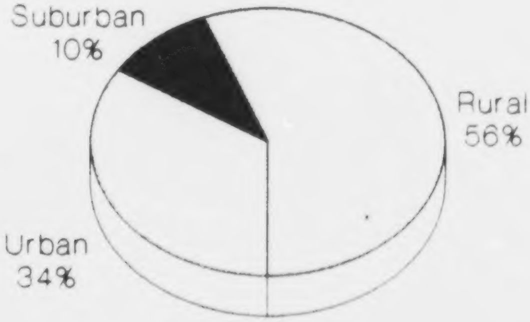
Total Participants: 438

CDA Credential Recipients



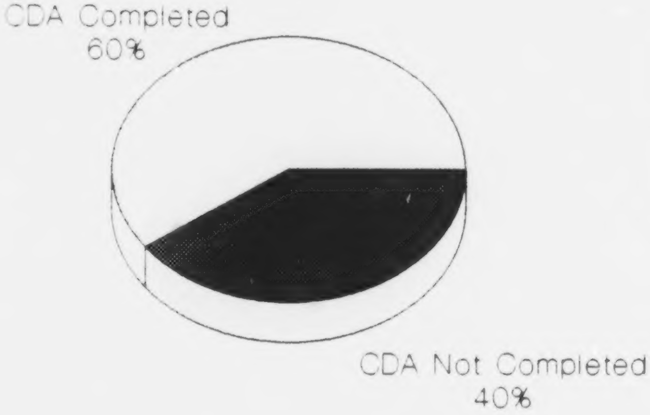
GROUP II

Geographical Area Served



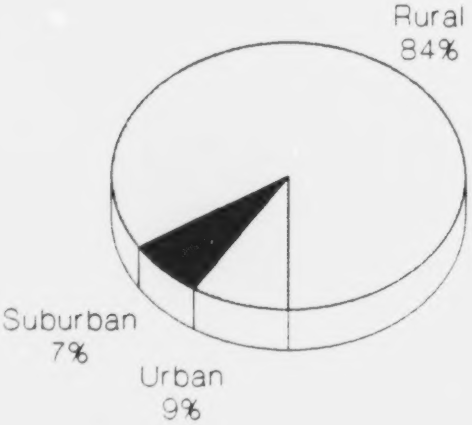
Total Participants: 375

CDA Credential Recipients



GROUP III

Geographical Area Served



Total Participants: 323

GROUP ONE

HIGHLIGHTS

Students developed networks for study assistance and socializing. Mutual encouragement helped attrition rates.

Financial assistance in the form of scholarships and loans furthered the ability of people to participate. One college waived tuition for participants.

Training flexibility included field training and classroom hours more convenient to participants.

One College developed car pools and telephone chains to minimize absenteeism.

One college hired a bilingual consultant to encourage Latinos to participate in the program.

CHALLENGES

Lack of academic skills, including writing and organizational skills was a concern throughout most schools.

Many participants had difficulty in obtaining insurance coverage in addition to their homeowner policies for providing child care.

Many participants lacked the self-esteem needed to persevere in the program. Many also experienced lack of family support.

SOLUTIONS

Texts were adjusted to accommodate participants along with assistance from college writing assessment centers and labs.

Solutions to this challenge were not reported.

Rcognition in the form of door prizes and/or community validation appeared to increase morale and attrition.

GROUP TWO

HIGHLIGHTS

Participants received recognition from state agencies for their contribution to the improvement of child care quality.

One participant advanced from a Head Start Aide to the Director of Child Development.

One college created a statewide CDA Association.

CHALLENGES

Participants lacked basic organizational skills, self-confidence , and commitment to the program.

One college was reported to have hired instructors based on personal relationships instead of competency, and therefore lacked qualified advisors.

SOLUTIONS

Camaraderie and support among the participants proved beneficial along with a high level of coordination and communication among the participants.. One college held social time in and out of classroom settings. Establishment of A CDA Recognition Day and a Certificate in Early Childhood Education promoted self-confidence and pride.

A low advisor/candidate ratio [illegible] successful

in the program along with the use of cluster groups , videotapes, and self-instruction. Grandparents were incorporated into the program to assist in the training classes.		*Participants were influenced by using coworkers as models for success.*
Community and parent involvement in child care issues increased due to the program.	*Participants reported loss of income due to time commited to training*	*Solutions to this challenge were not reported.*
	Some participants were not familiar with child development and lacked experience in the child care field.	*Recommendations included future evaluation of individual readiness to ensure success in the program . It was also recommended that participants have at least two years experience prior to enrollment in the program.*

GROUP THREE

HIGHLIGHTS	*CHALLENGES*	*SOLUTIONS*
The success of CDA program initiated a program on Edwards Air Force Base with a credentialed caregiver as an advisor.	*The largest problem faced by this group was the extremely large geographical area served that had severe weather. Initial communication with Head Start staff members regarding program was delayed due to the isolated areas in which they lived.*	*A well structured advisor travel system along with properly organized budgeting proved the most useful tool in overcoming this challenge. Another solution was the establishment of communication between advisors and participants.*
Entire sessions were devoted to training participants in portfolio writing. Satellite - assisted audio-conferencing by telephone and cluster groups		
One college sponsored a program entitled, "Week of the Young Child" and a conference entitled "Good Beginnings Never End."	*Lack of competent staffing deterred success rates of the program.*	*Recommendations included that instructors have backgrounds in early childhood education and development. Also, successful participants were trained to be tutors to assist future participants in the program.*
Community awareness of quality child care increased due to the program resulting in community recognition ceremonies for successful participants.	*Another challenge faced was convincing participants and supervisors to recognize the need to schedule CDA training as a priority.*	*This will be addressed as successful participants become involved in future programs.*

INDIVIDUAL COLLEGE DESCRIPTION BY GROUP

INDIVIDUAL COLLEGE DESCRIPTION BY GROUP

The following describes the demonstration projects by group for CDA training and assessment at each of the colleges funded to provide CDA training and assessment preparation.

GROUP I

CDA TRAINING AND ASSESSMENT PREPARATION FOR FAMILY DAY CARE PROVIDERS AT COMMUNITY COLLEGES

CATONSVILLE COMMUNITY COLLEGE, Catonsville, Maryland

Population

Catonsville Community College recruited eight family day care providers from a suburban area. The program served one black and seven Caucasians. Participants were recruited through mailings, contacts with family day care provider associations, telephone solicitation, and contacts with local Head Start programs.

Program

- Design, Implementation, and Curriculum

The program consisted of twelve credits. Providers received one-half tuition scholarships to attend classes which were scheduled on Saturday mornings at a local elementary school. Additional funds were available through Pell Grants and a women's transition grant at the college.

- Major Accomplishments, Issues, and Concerns

Eight providers were trained, and they developed a network among themselves. New courses targeted specifically for family day care providers were delayed by course approval policies. Monies were not available to fund costs associated with the CDA credentialling process. Maryland did not recognize the CDA credential as an advancement in training and little incentive existed for providers to earn the credential. Future course offerings were designed to reduce the amount of time devoted to the field component.

NOTE: This college was part of a three college consortium which was awarded one grant. See also, Dundalk and Essex Community Colleges.

CHICAGO CITY-WIDE COLLEGE, Chicago, Illinois

Population

Chicago City-Wide College recruited twenty family day care providers (19 females and 1 male) from an urban setting through extensive mailings to local agencies and colleges, announcements to newspapers and radio stations, meeting presentations, and word of mouth. Providers offered child care in high-rise buildings. Providers encouraged each other to attend courses and dropouts were replaced with people from a waiting list.

Program

- Design, Implementation, and Curriculum

Four credits of training were offered on weekends in response to a survey of the providers. Chicago City-Wide College's administration facilitated course approval. Advisors, who were center directors, advised five candidates each. The program used existing equipment and the college's child development laboratory. Large amounts of time were spent tutoring participants at the beginning of the project.

- Major Accomplishments, Issues, and Concerns

Instructors and advisors at Chicago City-Wide College gained insight into and an appreciation for the abilities of family day care providers. Participants developed enhanced self-esteem and sense of competency. The parents of children in the care of participants learned about the elements of quality care. The portfolios became advertising pieces while several struggled to write their portfolio entries. Providers also had difficulty obtaining home insurance to cover their home-based day care business and had problems with collecting payment for caregiving. Participants felt isolated from other adults because their business was in their homes. They often failed to comply with the regulations concerning the number of children in their care because the infrequent care of their grandchildren was included in the licensed number. Two providers left due to marital problems.

COMPTON COMMUNITY COLLEGE, Compton, California

Population

Compton's project served thirty female family day care providers from urban settings. Two providers ran their businesses with their husbands. All providers had attended child care workshops, twelve had attended college, twenty-five were members of the family day care association, four were pursuing an associate credential, and one held a bachelor's degree in elementary education. Participants were recruited through newspaper articles; presentations by Equipoise Resource and Referral agency and the local family day care association, mailings to members of the family day care association, community announcements to the local Head Start agency, Crystal Stairs (a child care food program), Parents of Watts; and by word of mouth. Providers were selected for the program based on an application demonstrating their fulfillment of the CDA criteria.

Program

- Design, Implementation, and Curriculum

The program consisted of sixteen units tailored to family day care providers. One course was offered each semester with two sections being held on Saturday, one on Tuesday evening, and one being an independent study to develop the portfolio. Support services were provided by the groups who assisted with recruitement and the city.

Participants who experienced personal traumas were helped through support systems and early morning prayer conferences with other providers. Those with academic and writing difficulties were helped by advisors and families until they were confident with their portfolio entries. After having had to close her own family day care business, one provider completed her work with another provider. One provider moved and left the program. Some providers doubted the value of CDA in California but were encouraged to continue the program by fellow participants.

- Major Accomplishments, Issues, and Concerns

Twenty providers received their CDA credential. Interest continued in the program but many providers lack the funds to complete the CDA process.

DEL MAR COLLEGE, Corpus Christi, Texas

Population

Thirty-seven female family day care providers between the ages of 27 and 56 from urban settings participated in the program. All participants either were high school graduates or had earned their GED, with three-fourths having had no previous college experience and eight having had some college level training. Three fourths had been in child care for less than five years. The participants were recruited through extensive media coverage (including the local newspaper), referral lists from local licensing agencies, and personal calls to family day care providers already operating day care homes. Providers participated in the program to improve child care skills and to attend college. One participant was a Head Start aide. In order to be eligible, participants had to be registered for at least six months, have good references, and have no problems with the State regulation agency. Students travelled as much as 35 miles to attend class.

Program

- Design, Implementation, and Curriculum

The family day care training program at Del Mar College was integrated into the early childhood specialist program. The fifteen to twenty credit program was scheduled during the day, the evening, and on weekends, as well as in the summer. Instructors were knowledgeable about the CDA. Support was provided by the Texas Department of Human Services, Bay Area AEYC, and Coastal Bend Director's Association-YWCA Child Care Systems. Instructor and administrator costs were funded by the college. All providers enrolled in the same course and upon completion, they were able to choose additional courses from electives. One instructor served as the participants' field supervisor. All student fees and the materials for a toy-lending library were funded by the grant. Extensive observation and feedback systems were developed.

- Major Accomplishments, Issues, and Concerns

Fifteen providers earned the CDA credential and seven continued their college education. Del Mar's project included a toy- lending library, a newsletter, and Saturday morning special workshops. Dissemination efforts included presentations at the local, state (Texas Junior College Association), regional (Colorado Head Start Conference) and national (Family Day Care Technical Assistance and NAEYC Conferences) levels; and published articles (with one being by providers) in the Texas Child Care Quarterly. Two providers were funded to attend NAEYC's national conference. Each successful candidate received a small professional library. Some participants developed presenting skills, gave speeches, and wrote articles about their experiences. Several providers were recognized at the state level for their achievements. Challenges faced in the project included the need to serve a large geographic area and the time required to counsel and assist participants. Providers were frustrated with the lack of training required by the State's registration system and with the problems encountered in zoning and insurance. Texts were adjusted to accommodate providers who experienced reading difficulties. Some providers had writing difficulties but received assistance through Del Mar College's writing assessment center and lab. Ten participants left the program during the first course. Reasons for leaving included: courses too demanding (70%), family obligations, left the profession, and health reasons (each 10%). Seven did not complete the program because of personal and financial difficulties.

Recommendations included the development of a providers' professional support group and the involvement of as many college staff members as possible in the CDA process.

COMMUNITY COLLEGE OF DENVER, Denver, Colorado

Population

Twenty-two family day care providers began this urban based program. The participants' educational backgrounds ranged from the minimum licensing requirement of six clock hours to a master's degree. Preference for program entry was given to minority and low income groups. Each provider's skill level in reading and writing comprehension was assessed. A prescriptive work plan was developed based on the assessment and an initial interview. Providers were recruited through city and county licensing agency referrals and through an orientation with a slide presentation.

Program

- Design, Implementation and Curriculum

The thirty-four hour program at the Community College of Denver used existing evening courses and the campus lab school. The instructors, consisting of Head Start teachers and directors and part-time college instructors, were most successful if they were supportive, had a good sense of humor, and were knowledgeable about CDA. The forming of carpools resolved parking difficulties.

- Major Accomplishments, Issues and Concerns

Ten candidates completed the program. The project produced thirteen CDA modules for family day care training. Participants noted that the program provided a good framework for conceptualizing the responsibilities and skills involved in the profession. Participants who needed funds from Pell grants had to wait until the second semester to begin. Others were funded with scholarships from the Junior League and local women's groups. In addition, the American Express Foundation provided grants for some of the CDA credentialing fees. This became a revolving loan program which lent assessment monies to providers who then lent it to other providers once the loans were repaid. Issues for providers included the low wages received for child care and the difficulty in securing insurance coverage on their homeowners' policies. A schedule that allowed for curriculum development prior to training and lead time for the processing of Pell grants would have been beneficial for the program.

DES MOINES AREA COMMUNITY COLLEGE, Ankeny, Iowa

Population

Thirty-five female family day care providers with an average age of 32.5 years from primarily urban, with some rural, backgrounds participated in this project. Thirteen providers completed the program. One participant had not completed high school, sixteen had some college, and twenty-six had completed high school. Of this group one was African-American, one was Native American, and the remaining were Caucasian. Participants averaged 5.3 years in child care.

Participants were recruited at local family day care association meetings, through the Child Care Food Program newsletters, through the Iowa State University Extension mailings, through the Iowa State Department of Human Services, and through the Child Care Resource and Referral Center. Providers were accepted into the program if they met the CDA criteria.

Program

- Design, Implementation, and Curriculum

This fourteen credit program used existing courses and met bimonthly on Saturday mornings due to student preference. Classes met year round and included five visits to day care home. Fifty percent of the training was conducted in the field. Attendance problems were addressed by requiring written excuses and arranging for individualized make-up sessions. Successful instructors were those who were familiar with family day care providers and who were flexible.

- Major Accomplishments, Issues, and Concerns

Thirteen providers received their CDA Credential and the CDA preparation is now an option in the Child Development program at the community college. An Advisor Newsletter was developed. Participants formed a network for study and socializing. Successful providers were those who were willing to learn, were familiar with the college routine, and had a supportive family. Assessment scheduling created some difficulties. Recommendations from the project include the need for a full-time project director and the need to schedule classes for two and one-half hours on campus. Attrition was due to family problems, recent motherhood, low self-esteem, poor academic skills, burnout, and career change. The project leaders recommended videotaping providers in their home child care settings, awarding prizes for class attendance, and arranging an on-campus writing support system. Iowa has a voluntary registration process with no training requirement.

DUNDALK COMMUNITY COLLEGE, Baltimore, Maryland

Population

Twenty family day care providers, aged 21 through 56, were selected on a first come, first served basis and were awarded half-tuition grant scholarships, Pell grants, and women-in-transition scholarships. Providers' educational levels ranged from a tenth grade education to a bachelor's degree. Providers' incomes ranged from poverty level to middle class. Sixteen female family daycare providers completed the training program. Participants left the program because of illness and family difficulties. The participants were recruited through a brochure mailed to all registered family day care providers, press releases, announcements on Dundalk's cable channel, presentations to the family day care association, Head Start, and the Child Care Food Program meetings.

Program

- Design, Implementation, and Curriculum

The program consisted of twelve credits to be completed over two semesters. The courses were exclusively for family day care providers and were held in the evenings on a rotating basis at providers' homes, with special on-campus workshops. The Family Day Care Business course was taught by a family day care provider. Participants developed carpools and telephone communication chains to minimize absenteeism.

- Major Accomplishments, Issues, and Concerns

Sixteen participants completed the program. Each host family day care provider showcased her materials, activities, environment and the learning centers with the class. Dissemination efforts included joint presentations by the director and providers at local, state, and national (NAEYC and ACEI) early childhood conferences. Participants reported increased feelings of self-worth. When compared to a control group, participants in the program scored significantly higher on the Family Day Care Environmental Rating Scale, especially in terms of physical environment and use of language with children. Participants developed a family day care training program for their family day care association and were invited to serve on Baltimore County's child care task force. Furthermore, they testified at State legislative hearings regarding a child care scholarship bill, insurance and zoning problems, and the incorporation of CDA into the State child care regulations.

Reading, writing, and organizational deficiencies created problems for some participants. The lack of recognition of CDA outside of the Head Start system in Maryland and the lack of funding for the CDA credential made it difficult to promote interest in the credential. The project increased public awareness of providers' contributions to child care, represented the first consortium attempt to service the child care training needs in the community, and renewed efforts to incorporate the CDA in the licensing regulations.

NOTE: This college was part of a three college consortium which was awarded one grant. See also, Catonsville and Essex Community Colleges.

ESSEX COMMUNITY COLLEGE, Rosedale, Maryland

Population

Fifteen family day care providers from urban settings participated in the program. Their educational backgrounds ranged from a tenth grade completion to a bachelor's degree. Recruitment was accomplished through a flyer mailed to all the registered family day care providers in the area. A second group of ten providers began the program during the second year.

Program

- Design, Implementation, and Curriculum

The twelve credit program placed providers in existing courses with an additional course in administration taught by a family day care provider. The courses were held on campus during the evenings, on Saturdays, and, occasionally, on weekdays (providers received stipends for substitutes.) Providers received half-tuition scholarships and Pell Grants.

- Major Accomplishments, Issues, and Concerns

One Provider earned her CDA credential and is continuing her education to earn her Associate of Arts degree in early childhood development. Eleven providers completed the program and the others left because of personal and family illness, and family problems. A half-hour video of providers' experiences, "Issues in Family Day Care Today," was developed and broadcast over the college's cable channel. Essex supported the first family day care provider to receive the CDA credential in Maryland. The lack of recognition of CDA outside of the Head Start system in the state and the lack of funds for the CDA credential made it difficult to promote interest in the credential. Providers faced the issue of the inability to obtain additional coverage for their business in their homeowners' insurance policy, as well as zoning law and neighborhood association covenants which excluded them.

NOTE: This college was part of a three college consortium which was awarded one grant. See also, Catonsville and Dundalk Community Colleges.

FEATHER RIVER COLLEGE, Quincy, California

Population

Twelve female family day care providers from a very mountainous, rural area participated in this project. They were recruited through a brochure mailed to all licensed providers, by news releases, by public service announcements, by referrals from the outreach coordinator of the resource and referral service, by Head Start, by Feather River College's counseling office, and through meetings with parent groups.

Program

- Design, Implementation, and Curriculum

Participants completed twelve to fifteen units of training in Feather River College's program. Trainers met monthly with each candidate at the candidate's home. A reference technician supplied necessary materials to the trainer. A specially designed one unit lecture/lab four-hour class was held once a month in three areas of the county with a six hour per week field work component. The other courses in the program were part of the regular child development program. Through grant funds, Feather River College provided a $50 scholarship for training and a $250 scholarship toward the credential fee. Additional funding was secured from local community groups and the college.

- Major Accomplishments, Issues, and Concerns

Fifty percent of the participants continued their formal education in the child care development field. Participants improved their strategies for quality child care. Feather River College experienced difficulty retaining providers because of business and family commitments, low pay, unemployment, and isolation. The college expanded its target population to center-based caregivers because only 30 family day careproviders were in the service area. Some participants had difficulty with reading and organizational skills. Candidates experienced long delays between the submission of their request for assessment and the actual assessment. Recommendations included the use of a full-time advisor and the inclusion of observation activities.

FRONT RANGE COMMUNITY COLLEGE, Westminster, Colorado

Population

Nineteen females and one male from suburban locations with an age range of 17 to 45 years participated in the project. The participants' educational background included twelve with high school diplomas, three with one year of college, one with a Associate of Arts degree, and three with bachelor degrees. Most of their post-secondary training was not in the early childhood field. Ten of the providers had been in family day care for over three years, while four had been involved between one and three years, and six (unlicensed prior to the program) for less than three months. Providers were recruited through suburban news media announcements, church announcements, Head Start, the local family day care association, CAEYC, and newsletters.

Program

- Design, Implementation, and Curriculum

Front Range offered a thirty semester hour program. Providers enrolled in existing college courses. The CDA candidates attended a CDA class on alternate Monday evenings. Private foundations were solicited to cover providers' CDA credential fees which were not covered in the grant proposal. The American Express Foundation contributed $3,325 towards a revolving two-year payback fund for family day care providers' CDA credential fee. The local senior citizens' group donated $400 towards the revolving fund. Senior citizens, compensated through a YWCA voucher system, were substitutes for providers one morning per semester, so that providers could visit another child care setting.

- Major Accomplishments, Issues, and Concerns

Eighteen family day care providers received their CDA credential. A set of fourteen self-paced CDA workbooks which were designed as part of the first CDA pilot projects in 1973 were revised. In addition, a videotape about a typical family day care provider's day was developed.

The program was publicized by Front Range College's public relations office, through presentations at regional and state family day care conferences and at NAEYC and a statewide ACYF conference on CDA. The formation of an advocacy network increased the understanding of and respect for family day care providers by other providers and college instructors. The program continued with family day care providers enrolling and paying their expenses.

HARTNELL COMMUNITY COLLEGE, Salinas, California

Population

Thirty female family day care providers between the ages of 25 and 45 from a rural area participated in the program. Fifty percent of the participants were white, 45% were Latino, and 5% were African-American. Their educational backgrounds included one provider with some high school, 14 providers with less than 30 units of college credit, one provider with a certificate, and one provider with an Associate of Arts degree. Providers averaged five years of experience in child care and decided to participate to increase their child care knowledge and to receive individualized training. Participants were recruited through a network of local agencies, individuals and organizations, including family day care associations (Monterey Bay) and referral agency programs (Mexican American Opportunity Foundation), adult education programs, ESOL programs, rehabilitation and counseling centers (Salinas, San Jose, TRUCHA, COPE), the Monterey County Department of Social Services, outreach workers at Fort Ord, local Head Start Home Visitor Coordinator, and local affiliates of NAEYC. In addition, special meetings, telephone trees, press releases, newsletters, and mailings of brochures and applications to all providers were also used. Providers were selected based on CDA eligibility criteria, a home interview to assess ability and motivation to complete the program, and an observation program.

Program

- Design, Implementation, and Curriculum

The training consisted of 6 1/4 units. The program included a cluster meeting to complete initial forms, individualized training calendars set by the providers which indicated their beginning and ending date for training, and a portfolio workshop to discuss concerns and issues about their portfolio entries.

A special bilingual consultant was contracted to provide support to bilingual participants in the program. The consultant was hired to canvas the community and to encourage Spanish-speaking family day care providers and interested people to enroll in the family day care courses in Spanish. The consultant's job responsibilities included; contacting the different Latino organizations in the community to explain the program, contacting providers personally by phone and conducting follow-up home visits, and meeting with Head Start staff and parents to explain the CDA credential and family day care courses in Spanish. In addition, the consultant also worked with LA TRUCHA organization to contact families and to check the Spanish translations of all materials to be used in the Early Childhood Education Department. The consultant met with rehabilitation counselors and their Spanish-speaking clients about the program, networked with local agencies to ensure that Latinos in the community learned about the CDA/bilingual family day care provider courses, and called Spanish-speaking providers in the program to remind them of the courses, dates, and times.

- Major Accomplishments, Issues, and Concerns

Fifteen credentials were awarded. Providers were successful if they had personal motivation, adequate academic skills, had positive self-esteem, family support, and did not experience family crises. At a CDA recognition ceremony, providers were honored by Congressman Panetta, the College president, the Mayor of Salinas, a CDA National Representative, and a College Board member. The project increased awareness of child care and the CDA in the community through presentations, developed a series of short family day care courses, led to the development of a child care course for Spanish speaking caregivers, and resulted in a child care health fair.

It was difficult to recruit from the Latino community. The traditional approaches of utilizing newsletters, brochures, and telephone trees were not effective in reaching this population who often did not read, cared for family members exclusively, were not permitted by their husbands to participate, and felt overwhelmed by the project. Providers who lived in higher income neighborhoods completed the program and used it as a vehicle for additional college training. Hartnell Community College reported that the on-site visits, though extremely valuable, were unable to be funded after the grant period. In California, there is no training requirement for family day care and so many providers were not interested in training or the CDA credential. Providers who voluntarily pursued the CDA Credential found it difficult to pay for the credential because they did not qualify for the CDA national scholarship. Providers left the program due to deficiencies in academic skills, positive academic self-esteem, organizational skills, and family support and due to family and personal problems.

JOHN A. LOGAN COLLEGE, Carterville, Illinois

Population

The program served sixteen female providers from rural areas. Their educational backgrounds included one with a GED, eight with high school diplomas, two with some college credit, three with Associate of Arts degrees, and two with bachelor's degrees. Participants were recruited through lists provided by the licensing department, by telephone calls, and through personal visits. Selection of participants was based on licensure, interest in CDA, and current involvement with child care.

Program

- Design, Implementation and Curriculum

The program consisted of ten credits and used four formats: 1) three credits from video tapes with study guides and tests; 2) four credits from modular instruction in the CDA thirteen competency areas; 3) three credits from a Saturday morning seminar; and 4) on-site training until the CDA assessment meeting. Newsletters with teaching ideas and information about the CDA were sent monthly. The college waived tuition for candidates.

- Major Accomplishments, Issues, and Concerns

All sixteen providers received their credentials, and two providers continued their education. John Logan College concluded that providers grew in self-esteem and preferred the seminar format with informal study groups, over the videotape or the thirteen self-study modules developed through the grant.

Some providers, while developing their portfolios, experienced difficulties with reading and organizational skills. The first group of providers who went through the assessment process were highly motivated and skilled. The second group seemed to be less motivated. Providers noted a long time lapse between requesting an LAT Meeting and receiving a response from the Council office.

John A. Logan College presented information concerning the project to the NAEYC National Conference, the National Council of Resource Development, the Chicago Association for the Education of

Young Children, and the Southern Illinois Association for the Education of Young Children. In addition, numerous contacts were made with individuals interested in working with CDA candidates.

Of the 42 providers in the area, 20 enrolled in the program. Providers left the program because of medical problems or the demands of their business. Also, providers were scattered through a sparsely populated rural area and were not able to support each other. One provider lost her license when she moved to federal housing which did not permit the operation of a business. A high attrition rate led the John A. Logan College to include center-based providers in the training. Some providers experienced difficulties in developing their portfolios.

LAKELAND COMMUNITY COLLEGE, Mentor, Ohio

Population

Twenty female and one male family day care providers from rural and urban settings were enrolled in the program. One provider earned her GED during the project, four providers were part-time students at the college, and one provider had an Associate of Arts degree in early childhood education, but the majority of providers had no college experience.

Providers were recruited through personal contacts, media announcements, special meetings, speaking engagements, mailings, personal contacts, newspaper advertisements, professional organizations' newsletters, Head Start newsletters, professional and community action groups, and an early childhood information fair. Providers were selected through an interview process.

Program

- Design, Implementation, and Curriculum

The thirty-nine credit program was applicable to an Associate of Arts degree in early childhood. The project utilized existing courses. New family day care courses were approved as experimental courses. Flexible, organized, competent, and nonjudgmental faculty with a knowledge of community resources, family life experience, and communication skills were most successful. Courses were available on campus during the day, in the evenings, and on Saturdays.

- Major Accomplishments, Issues, and Concerns

Dissemination efforts included an ABC television program. One provider was the first family day care recipient of the Ohio AEYC scholarship. Providers were funded through the Joint Training Partnership Act (JTPA) funds, private scholarships and fee waivers. The college was assisted in this project by the local JTPA, Children's Services, County Department of Human Services, Cleveland AEYC, local Head Start programs, and the Ohio Home Day Care Association. Transportation problems were resolved by carpooling and networking. Attendance problems were alleviated by continuous supervision and counseling and by deadline extensions.

Providers experienced difficulty in receiving CDA materials and communications from the Council in a timely manner. Providers lacked adequate funds for training costs and the CDA assessment fee but were unable to qualify for low income JTPA funds. Providers' difficulties with both time-management and academic skills were addressed by the college's financial aid office, English department, early childhood faculty, and local Head Start agency. Finally, providers preferred to seek degrees rather than the CDA credential because the credential was not recognized by the state as a professional requirement. Recommendations included the offering of short-term intensive training sessions within a nontraditional schedule.

LONG BEACH CITY COLLEGE, Long Beach, California

Population

The project served 32 females and one male provider between the ages of 30 and 45 years from an urban setting. The grant scholarship was available for anyone who met the CDA eligibility requirements. Providers' educational backgrounds included seven with less than one year of college, nine with one year, eleven with two years, one with three years, and five with bachelor's degrees. Providers were recruited through newspaper articles, a magazine feature story, presentations at family day care association meetings, family day care newsletters, The Crystal Stairs Child Care Nutrition Program, local resource and referral services, the Child Care Initiative Project, and community action groups.

Licensed providers were selected for participation in the Long Beach City College project based on the rating of their application responses and an interview with a committee consisting of the Project Director, the Project Coordinator, the director of the local resource and referral agency, and the instructor for the day care management class. The committee considered in the selection process the openness to learning, program commitment, licensing record, and likelihood of completion.

Program

- Design, Implementation, and Curriculum

The project used existing courses which were held during the evening in the Child Study Center, which also provided instructional materials. A majority of field supervision and LAT meeting time was donated. Three classes, requiring college permission to enroll, were offered in two cycles to maintain a small class size of fifteen. In the first class (9 weeks), networking, information exchange, training needs identification, and resource needs identification were accomplished with the instructor making two outside visits to each provider. During the second class (12 weeks), the providers worked on their portfolios and utilized both self-assessment and community resource people to improve the quality of their caregiving. Within the third course (9 weeks), the providers refined their portfolios and prepared for their assessments with some providers actually being assessed during the tenure of the class. Successful instructors were knowledgeable about the providers and the CDA, while being sensitive and skilled in human relations.

Support for the project was provided by the local family day care association, the licensing agency, the child care food program, a resource and referral agency, Pacific Oaks College, Life Line (CPR for children), and a hospital's child care hotline.

- Major Accomplishments, Issues, and Concerns

The Long Beach City College program completely funded 33 providers through the courses and 26 through the CDA assessment process. Dissemination efforts included numerous articles in local newspapers, magazines, and child care journals; presentations at regional AEYC conferences and at NAEYC's annual conference; and distribution of information through the college's public information office. As a result of the program, Long Beach was asked to train eleven Head Start staff. The program brought visibility to family day care. Three new courses focusing on preparation for CDA assessment were developed for Long Beach City College's Child Development Program. Family day care providers developed materials, such as parent contracts, for their own use based on class examples. The field advising component was expensive and required outside funding.

Some providers procrastinated and at times failed to complete their portfolios by the due date. Some wavered in their commitment to the project and some were anxious about the LAT meetings. The project addressed these issues by checking portfolio progress at each class, by individualized contracts, by increasing the project director's availability both for evening telephone calls and on the day before assessments. Long Beach City College developed a support network of credentialed providers, access to a child care hotline, and a portrayal of an LAT meeting.

MIAMI-DADE COMMUNITY COLLEGE - NORTH CAMPUS, Miami, Florida

Population

Seventeen female family day care participants from an urban setting between the ages of 30 and 70 entered the program. Seven were Caucasian, three were African-American, and five were Hispanic. Twelve were high school graduates and three had some high school. Providers had between 3 and 15 years of experience, and entered the program to improve their child care skills, build self-esteem, and earn more money. Fourteen participants represented three community agencies and two were private providers.

Recruitment efforts included community announcements, mailings to providers whose names were obtained from a rehabilitation training file, and mailings to family provider groups. Providers were selected based on an application, three reference letters, and the ability to meet CDA criteria.

Program

- Design, Implementation, and Curriculum

Miami-Dade Community College developed an advisory committee with representatives from Head Start, family day care umbrella agencies, the State child care licensing unit, and the County Title XX agency.

All new courses were developed for the seventeen credit program. The providers attended the first course and the field placement simultaneously for approximately two months, and then attended the other courses in sequence, each for two months.

- Major Accomplishments, Issues, and Concerns

Thirteen providers completed the program and two completed six credits. Two participants left child care and did not to complete the program. Fifteen candidates, including one from Head Start, were assessed. Providers reported developing increased self-esteem, a feeling of support, and more appropriate child care skills. Dissemination efforts included a report to the local child development advisory council and an article published in the campus newspaper and in Argus - The Journal of Family Child Care. One provider's name appeared in the Miami Herald for outstanding service. Finally, the project produced a slide presentation to describe the project to the community.

OKLAHOMA CITY COMMUNITY COLLEGE, Oklahoma City, Oklahoma

Population

The project served twenty female family day care providers between the ages of 23 and 55 years from an urban setting. The participants were recruited through agency contacts and mailings to all licensed providers.Thirteen Caucasian and two African-American providers completed the program. The educational backgrounds of the providers included four high school graduates, four with two years of college, and three with bachelor's degrees. Providers entered the family day care business to be able to stay with their children and earn an income or to own and operate a business.

Program

- Design, Implementation, and Curriculum

Providers were accepted into the program if they were licensed, cared for at least two children, and had completed one funded course successfully. Students were incorporated into existing courses and new courses were offered under the College's special credit topic category. All CDA courses were offered in the evenings or on Saturdays for 16-week periods. All fees were paid by Oklahoma City Community College with funds provided by the grant. College instructors who were successful with providers had a strong understanding of child development and a personal commitment to CDA.

Laboratory experiences were completed in day care homes, and observations of providers were conducted in the campus child care center. The materials for the program were those used by the regular child development courses. A tuition fee waiver was used on rare occasions to supplement providers' funds.

- Major Accomplishments, Issues, and Concerns

Fifteen providers earned their CDA credential. Eleven videotapes, with accompanying manuals which addressed all thirteen of the CDA functional areas were developed through the grant. The tapes depicted a variety of family day care providers interacting with children of various ages. The providers organized a family day care association for Oklahoma City and generated interest in family day care in the community. Providers operated a booth at the Oklahoma Association for Children Under Six Conference. One provider (selected as the president of the family day care association) was selected to serve on the Governor's Child Care Task Force and the Child Care Licensing Board.

Some providers did not complete the program because they lacked academic skills or experienced illness in their families, pregnancy, or husband's objection. A few providers needed additional time to complete their portfolios for assessment. The project reported that sixty percent of the providers intended to leave the profession in a few years, that they earned very low salaries, and that their businesses caused strain on their marital relations and wear-and-tear on their homes.

SALT LAKE COMMUNITY COLLEGE, Salt Lake City, Utah

Population

The project served fifteen female participants from a predominantly urban setting. Salt Lake Community College contacted all licensed family child care providers in Salt Lake Valley by mail and/or at professional meetings and conferences. The College recruited through the State Family Day Care Association Newsletter and the Child Care Food Program Newsletter. The College also contacted the local Head Start agency about the program. Providers who were selected for the program had been active as family day care providers for three years and were acceptable to the college as matriculated students (all new students were assessed using the ASSET Test). Providers were accepted into the program on a first-come, first-served basis. The college created a waiting list of qualified students.

Program

- Design, Implementation, and Curriculum

The program consisted of 36 hours (six hours per quarter), using the existing course offerings of Salt Lake Community College. Dissemination efforts included workshops at regional and national family day care conferences and the provisions of information and assistance to other colleges. The family day care providers in the CDA program received reduced tuition of $45.00 per quarter. Participants met one evening per week for a three-hour cluster meeting. The classroom instructor (trainer/advisor) conducted on-site visits with each candidate for two hours every two weeks. The remaining two contact hours were awarded through the cooperative education program. Most of the college hours were articulated with the Early Childhood Education "core" courses at the four-year colleges and universities.

- Major Accomplishments, Issues, and Concerns

One provider received the outstanding early childhood professional award for the state during the Week of the Young Child. At the conclusion of the grant, one hundred people were in training at Salt Lake Community College and the family day care providers were incorporated into existing CDA course offerings. Providers faced insurance availability and zoning problems.

SAN ANTONIO COMMUNITY COLLEGE, San Antonio, Texas

Population

Forty-seven female family day care providers between the ages of 22 and 67 were trained in the project. Providers had incomes within the low-middle and middle income range and some were in business with their husbands. Over 60% of the providers were Hispanic, 28% were Caucasian, and 8% were African-American. Two of the providers cared for a special needs child. Most lived in single family homes, with three living in apartments and one in a townhouse. Nine providers were single parents. Four providers worked at another person's family day home. The educational background of the providers ranged from three participants having no high school diploma (two received their GED during the semester) to one with a master's degree. Providers entered the program to better themselves and to gain funding for the continuation of the college child development program. Providers were recruited by mailings to persons enrolled in San Antonio Community College or in training programs in the city and to persons identified as quality providers or recommended by the local food program. Providers were selected through interviews or home visits. Preference was given to providers who were currently caring for children, were interested in professional advancement, held San Antonio City accreditation, or were students in the college's child care program.

Program

- Design, Implementation, and Curriculum

The participants of the previously developed pilot project were funded for their CDA assessments through the grant. The training consisted of seventeen semester credit hours. Two courses involved classroom instruction and two courses involved in-home implementation of classwork. An optional course helped with portfolio development.

Scholarships for all fees were awarded to all participants. Credential fees were paid for all successful students. Classes were held weekly in the evenings and on Saturdays. Regular home visits were made. Transportation problems were solved when providers developed carpools and a telephone chain. Summer assistance was available to support providers through the assessment process.

The courses in the program were adaptations of existing family day care courses already available at San Antonio Community College. The project facilitator served as the instructor and advisor for the grant. The providers were trained through a flexible, individualized CDA competency-based program with portfolio completion being the final exam. All materials were put on a computer. Additional funds were received from the Corporate Child Development Fund for Texas. The project was assisted by the city child abuse and prevention office, the child care food program, the local AEYC, the family day care task force, and the state department of human services.

- Major Accomplishments, Issues, and Concerns

Forty-six providers received some or all of their CDA training at San Antonio Community College. Twenty-two received the CDA credential; eight more were preparing for a summer assessment at the end of the funding period.

The "Adopt-a-Day-Home" project was very successful. Professionals and CDAs were asked to adopt a family day home by being an advisor for at least one provider. Those who received their CDA Credential were then asked to adopt a provider who was going through the assessment process.

San Antonio Community College presented the CDA family day care training program at the local, state, and national level (NAEYC) and responded to many requests for presentations. The curriculum materials developed for the project are available to other colleges at cost.

The family day home providers who participated in the program had difficulties with maintaining enrollment of children, personal problems, financial issues, academic and writing abilities, moving, burnout, academic time demands, and personal commitment. In addition, the providers initially experienced delays in receiving materials from the Council. They had little motivation to pursue the CDA credential because it is not required by the state of Texas. Some providers could not meet the demands of the courses and/or the CDA credential process. Of those who did not participate in the CDA assessment, three participants experienced difficulties with the portfolio, one moved, two left family day care because of low wages, and one had a difficult pregnancy. Registration requirements for Texas require no in-home inspections and allow for providers to care for six full time and six after school children at one time. Successful instructors were understanding, flexible, tolerant, and willing to work with less prepared students. Recommendations included the development of careful screening processes for admittance, tuition support for providers, additional travel monies for dissemination of the project, and the use of more than one advisor.

TRINITY VALLEY COMMUNITY COLLEGE, Athens, Texas

Population

The project served nineteen females and one male from a rural area. Providers were recruited through media contacts with local newspapers and radio stations, and through a flyer mailed to all registered family day care providers in the district, all college employees, the local JTPA, state employment offices, and all current child development students.

Providers were selected for the program had to meet the state family day care registration and the college admission guidelines. Additional entrance criteria included the completion of high school or its equivalency, community stability, a record of workshop or course attendance, maturity, and a desire to receive educational assistance.

Program

- Design, Implementation, and Curriculum

All participants received a full academic scholarship for the eleven credit program (special arrangements were made for out-of-district students). The college secured additional funds from the Corporate Child Development Fund of Texas and support materials from the State's department of human resources.

The providers were trained using existing college courses. The courses met weekly in community "clusters" at the convenience of the cluster group and with a student leader. Total group seminars were held early (7:00 a.m.) on Saturday mornings on campus. Mileage allowances were given to cluster leaders to transport providers to the classes. The curriculum was self paced and delivered on video tape, audio tape, and through worksheets. All equipment was available "on loan" to the participating students.

- Major Accomplishments, Issues, and Concerns

Dissemination efforts included a presentation at NAEYC's annual conference. The project recommended that CDA assessment fees be built into the grant budget and that a coordinator be hired to assist the project director. The "cluster" approach was "perfect for this audience" but was considered expensive.

GROUP II

CDA TRAINING AND ASSESSMENT PREPARATION FOR CENTER-BASED, FAMILY DAY CARE AND HOME-VISITOR PROVIDERS

CENTRAL MISSOURI STATE UNIVERSITY, Warrenburg, Missouri

Population

Twenty-five female participants, including 24 Caucasians and one African-American, between the ages of 25 and 55 participated in Central Missouri State University's program. Participants' education levels ranged from high school graduate to graduate student. Participants included some Head Start staff members and one Head Start director. The college recruited participants through Workshop on Wheels (a traveling child care training van), by word of mouth, through newsletters, through mailings and through visits to the Family Services office and day care centers. Persons participated in the program either to meet a job requirement or to develop child care skills.

Program

- Design, Implementation and Curriculum

Central Missouri State University adapted existing courses with some additions and deletions to train center-based caregivers. Three one-hour courses were held on campus during the weekends. Central Missouri State University reduced the credit hour cost by half for CDA participants (from $70 to $35/credit hour) and provided some additional funding. The Workshop on Wheels bus made training sessions available at participants' work sites during children's nap times. In order to make the program less intimidating, the college provided snack times and games during social breaks in class, open-book tests, training opportunities with children on campus and small group discussions. A CDA Advisory Council consisting of a licensing representative, Head Start coordinator, family day care home owner, day care center director, and member of the Community Development Institute was convened and assisted in evaluating the College's two-year program.

- Major Accomplishments, Issues and Concerns

Seventeen participants completed the program and received their CDA credential with several continuing to pursue college degrees. Both participants and staff were pleased with their ability to accomplish the project. One participant did not complete the program because she moved and a second participant was not assessed. Eight participants, citing medical problems, personal difficulties, job change and personal security left the program. Information about the project was disseminated through newspaper articles, a candidates' banquet, a Workshop on Wheels Newsletter, workshops, flyers, the CDA Advisory Council, and by word of mouth.

The project experienced some difficulty in gaining support from center directors. The project required a six-month extension to accommodate the difficulties of participants, experiencing job supervisors, and attitude changes in their centers. In addition, several candidates lacked self-confidence and seemed less than committed to a child care career. To address these issues, the staff awarded certificates for each class successfully completed and provided strong encouragement and support.

COLUMBUS STATE COMMUNITY COLLEGE, Columbus, Ohio

Population

Eighteen participants between the ages of 20 and 50, including 15 Caucasians and 3 African-Americans, with education levels ranging from some high school to some college, were enrolled in the program. Participants averaged between three and five years of child care experience. No Head Start personnel enrolled in the project. Their reasons for participating included the improvement of child care skills, the earning of the CDA Credential, the development of professional and personal skills, the affirmation of their child care competence, and the securing of tuition and credentialing fees. Participants were recruited through the local day care newsletter, the CAEYC newsletter, the College newsletters, and community child care networks. Participants were selected if they met the CDA requirements, had not earned a college degree, had no convictions for moral turpitude, and met ECE/CD and social services department admission requirements. In addition, those selected had to pass a physical health and fire safety home inspection, have attended three child care workshops during the past year, and care for six or less preschool children (with no more than two being infants) in their home.

Program

- Design, Implementation, and Curriculum

Participants attended a CDA overview and portfolio-building class which consisted of workshops, seminars, and discussions. They enrolled in three months of classroom instruction and five months of on-site training which involved observation and individualized instruction. Self-study packets were adapted from existing Early Childhood course materials, and the curriculum was refined throughout the project. Columbus State Community College's Associate of Arts degree in Social Services with a major in early childhood development was a traditional day program inaccessible to center-based and FDC providers. Some summer training was available to low income providers. Tuition, fees, and credentialing funds were provided through the grant.

- Major Accomplishments, Issues, and Concerns

Eighteen candidates successfully completed the program, most within the allotted time. Participants positively influenced their co-workers by modeling professional growth and behavior. Having developed camaraderie and support, they began to view themselves as professionals. The children benefited from the creation of developmentally appropriate practices and became more self-directed and independent. As participants allowed children to assume physical care tasks, centers were able to emphasize creative activities, cognitive development, and parental involvement.

The program's results were disseminated at meetings of the Ohio Association of Two-Year Colleges, Midwest AEYC, Ohio Welfare Conference, OAEYC, and Ohio Head Start Association; in agency and providers' association newsletters; and through newspapers. Completed portfolios were used as resources in the Early Childhood Education Resource Lab at Columbus State. Successful participants took part in CDA Overview and Portfolio Building Classes, sharing their portfolios and experience. A state licensing representative provided support and encouragement to candidates. Some centers added an in-service training meeting for their staff, and one center developed a substitute pool to minimize disruption during training.

The original training proposal was adjusted to meet participants' personal needs and the centers' needs for staff coverage. Family day care providers arranged a flexible schedule to accomodate their on-call status and their need to be with their children.

Problems addressed in the program included the assumption that participants were familiar with child development. Participants lacking this familiarity tended to feel frustrated with the program. Moreover, the settings in which some students worked did not provide developmentally appropriate play curriculum. Persons who left the program included a high school dropout who had trouble with written work and another who left due to family problems.

Project staff experienced extensive administrative work (79.25 hours per candidate) and required an extension for final paperwork. Other problems included recruitment and retention of parent community representatives, lack of substitute center personnel, and poorly timed CDA representative visits.

GAINESVILLE COLLEGE, Gainesville, Georgia

Population

Sixteen females participated in the program ranging in age from 22 to 55 years. Participants included thirteen Caucasians and three African-Americans living in northern Georgia. Participants' experience in child care included being home visitors, infant/toddler providers, and center-based preschool staff. Eleven were high school graduates, with five participants having college degrees. Participants were recruited through local, county, and state agencies. No participants were members of a Head Start staff or parents.

Program

- Design, Implementation, and Curriculum

Existing curriculum was modified to include child care and child development courses. Workshops and courses provided 300 contact hours, with instruction through seminars, on-campus and on-site training, and monthly feedback conferences. Self-directed learning projects were most effective after participants became adjusted to the program. Three participants attended the optional speed-reading/study skills course and attended Atlanta's winter preschool conference. Gainesville College recruited advisors through local agencies and public schools.

Prior to the project, training was available in U.S. Department of Education nutrition workshops. In metropolitan Atlanta, Child Care Solutions, a resource and referral service, offered four one day conferences per year for FDC providers. Gainesville College offered two short courses in child care teacher training and quarterly workshops through continuing education. These opportunities did not meet even minimal training needs. There were few state support groups for providers and few local support groups.

- Major Accomplishments, Issues, and Concerns

Participants, eager to put their training to work, formed the Gwinnett Family Day Care Association. Gainesville College established the Summer Advisor Institute in which a network was developed with Save the Children to supply CDA programs to day care providers in the northern metro area of Atlanta. The College held a CDA Recognition Day and Conference. The project director was named as the CDA training representative for the Advisory Board of Georgia's Center for Continuing Education Certified Child Caregiver Program. The project results were disseminated through Georgia's Children (Georgia Association for Young Children Journal), newspapers, and Dimensions (journal of the Southern Association for Children Under Six). It was difficult to recruit day care staff into a rigorous training program when Georgia only requires minimal training. Many providers wanted less intensive training than the CDA program required. Training and center schedules were often in conflict. Some centers enrolled staff late in the program; these participants were often anxious and unreceptive.

GREENVILLE TECHNICAL COLLEGE, Greenville, South Carolina

Population

Eighteen center-based employees working with 3-5 year olds participated in the project. Greenville Technical

College staff observed preschool classrooms to identify potential participants who were interviewed and required to be found physically and mentally healthy and to pass a background check. Participants were also recruited through a brochure, newspaper articles, presentations to professional organizations, and personal letters. Participants enrolled to earn their CDA credential and to improve skills.

Program

- Design, Implementation, and Curriculum

Training in all CDA functional areas was incorporated into a one-year program, and an advisor board was established. The program included on-campus courses in the CDA functional areas, portfolio development on Tuesday evenings throughout one quarter, and two on-site observations per candidate.

- Major Accomplishments, Issues, and Concerns

Thirteen participants received their CDA credential. The CDA project resulted in improved competencies, increased parental involvement in child care issues, and South Carolina's decision to continue CDA training. Greenville Technical College established the Child Development Center which has CDA credentialed caregivers in every class. The College successfully encouraged center directors to support CDA training. Project staff made presentations to low-income centers. It was difficult to have equal criteria and credentialing requirements for participants with diverse training needs. People interested in the CDA were indecisive towards the commitment to the training program. Students had problems coordinating work schedules with training. Furthermore, Greenville Technical College experienced difficulties with scheduling CDA representative training, with the lack of qualified advisors, with misinformation about CDA in the workplace, and with lack of public awareness of the merits of CDA credentials. Two participants left child care to enter McDonald's management training, one transferred to a four-year college, and one left because her public preschool provided little cooperation and encouragement for participation in the CDA program.

GUAM COMMUNITY COLLEGE, GMF, Guam, M.I.

Population

Twenty-seven females, ranging from 18 to 54 years of age participated in the program. The participants includes 14 Chamorros, seven Filipinas, four Caucasians and two Paulauans. Four participants were members of the Head Start staff. Their educational backgrounds ranged from high school graduates to having degrees from Filipino universities. Child care experience ranging from 1 to 10 years included babysitting, being a school aide, working in private child care
centers, and working in military child care centers.

Initial contacts were made with licensed child care providers by informing them of the availability of training and financial assistance. Due to difficulty in recruiting private sector child caregivers, Head Start staff were considered for participation in the program.

Program

- Design, Implementation, and Curriculum

Individuals who received financial assistance were selected on a need basis to include single parents, parents of children under five years of age, low income families, and those presently working in child care. All participants had to be 18 years of age with a high school education. The selection process involved TOT Care project staff finalizing recommendations made by The Early Childhood Advisory Council. Upon receiving a formal letter stating assistance and stipulations, caregivers agreed to participate in training and committed to completion of the CDA Credential.

The College named its program "TOT Care" and offered up to 21 credits which could be applied to the certificate requirements. It was adapted from the established Head Start training program. Training was held in the evenings or on Saturdays, with most large group sessions held on campus. Small CDA groups often met at participants' work sites. A workshop entitled "CDA: A Closer Look" was developed as 12 two-hour presentations on various CDA topics and held in the Head Start training room. Training materials included J. Beaty's Skills for Preschool Teachers and supplementary materials from Central Arizona College's CDA modules and NAEYC videos.

Since English was a second spoken and written-language for the majority of participants, a successful training program emphasized discussions and project development instead of reading and writing skills. Instructors modified most materials to meet participants' academic skill level, and videotapes of caregivers were reviewed and critiqued during group training sessions.

- Major Accomplishments, Issues, and Concerns

Six participants received the first CDA Credentials awarded on Guam. Although some had not completed CDA requirements, they continued coursework in Early Childhood Education. Success was also measured by participants' behavioral changes seen through increased self-esteem and pride and the setting of personal and educational goals.

The second major accomplishment was the establishment of a Certificate in Early Childhood Education at the college. Individuals who completed the CDA Credential can enroll in this certificate program and receive up to 21 credits towards the Certificate. Another accomplishment was the high level of coordination and networking between the local child care providers, the human services and educational agencies, parents of young children, and the military sector providers. Due to this project, the military sector became involved for the first time in local early childhood issues and training. A military sector representative now sits on the Advisory Council.

Problems included a low attrition rate due mainly to a lack of commitment, but also because of family member illness, and an inability to organize personal time and priorities. Participants who wanted to complete a training event, the training program, or accomplish the CDA Credential, did reach their goal. Six participants did not receive assessment packets from the Council of Early Childhood Professional Recognition, which caused discouragement and attritionfrom the program by all of them. Due to understaffing, the intensity of work and involvement during the project period led to over worked staff members. These individuals were very dedicated but the work eventually had led many to burn out. It was recommended that future assistance to community colleges supports coordination with licensing agencies.

HARRISBURG AREA COMMUNITY COLLEGE, Harrisburg, Pennsylvania

Population

Twenty-one females with education levels ranging from some high school to a bachelor's degree participated in the program which served rural, suburban, and urban areas. The annual incomes of participants ranged from below the poverty level to over $30,000, and their child care experience ranged from below two years to ten years. Participants cited a desire to improve their child care skills as their reason for entering the program. Participants were accepted into the program if they were family day care providers and met both the CDA candidacy criteria and the state regulations. No Head Start staff participated in the program.

Program

- Design, Implementation, and Curriculum

The program consisted of three four-credit courses held in the evenings over three semesters. At the participants' request, courses were held for longer periods each evening and for less weeks across the semesters.

The project staff added family day care courses to the college's child care curriculum and developed support and assessment materials, including a pretraining assessment course. Forms to track participants' progress in the classroom and in the field were also developed. All costs in developing the program were covered by the grant, so scholarships were not utilized.

- Major Accomplishments, Issues, and Concerns

At the end of the grant, seven participants had earned their CDA Credential and eleven participants were continuing to work towards their assessment. The participants created a network among themselves which provided a support system, social activities both in class and out of class, an d a telephone tree. Those who left the program did so because they termoinated their employment in child care.

The communication of the positive results of this grant to other community colleges in Pennsylvania has led to a change in their views that this training was not appropriate for community colleges to their exploring ways to incorporate CDA training in their programs. Also, the grant resulted in the continuance of CDA workshops through Harrisburg Area Community College's Continuing Education Division and in the use of the canpus by the local family day care association for its meetings.

Challenges faced in the implementation of this grant included the use of eligibility criteria which allowed ill-prepared participants into the program. Participants' low self-esteem, low self-confidence, and low academic skills were recurring issues which the staff addressed by working individually with candidates and by connecting them with the network of participants. The low number of participants completing the CDA assessment process occurred because most participants needed more then eleven months to become competent within the CDA guidelines.

Though participants requested child care, it was not used when the College made it available. The late start of the program because of delayed grant notification resulted in the loss of the instructor. The two part-time people with family day care experience hired to fill the position lacked CDA experience, weakening their effectiveness. Harrisburg Area Community College continued to offer CDA training after the funding period but was unable to recruit a sufficient number of students. The CDA Credential is recognized in Pennsylvania but not as a requirement for licensure, and it is expensive for providers to seek.

LANSING COMMUNITY COLLEGE, Lansing, Michigan

Population

Eighteen females and one male ranging in age from 21 to 40 years (family day care providers ranged from 33 to 40 years in age) participated in this program which served rural, suburban, and urban areas. Participants included one African American, 17 Caucasians, and one Hispanic. Their educational levels ranged from no high school to a master's degree (11 had some college with two working toward bachelor's degrees), and their experience with children ranged from one to 19 years. Recruitment for the program was conducted as a part of a sub-grant with the Office for Young Children which used newsletters, mailings, and contacts with community organizations and agencies to recruit participants. Applications were presorted and selection criteria were developed to create a representative sample of the service area and settings. Criteria for selection included previous training and experience, expressed commitment to the child care profession, writing skills, and location. A committee composed of representatives from the Office for Young Children and Lansing Community College reviewed and rated the applications for selection.

Reasons for participating in the program included the desire for professional growth, to assure parents of competence, to own a center, and to increase the number of men in child care. No Head Start staff participated in the program.

Program

- Design, Implementation, and Curriculum

The project consisted of a planning phase and a training phase. The planning phase was used to collect resources, to structure existing courses and develop new ones to meet the CDA functional areas, and to incorporate these changes into the regular child development program option. The training phase consisted of on-campus classroom instruction. Advisors were recruited from existing college field supervision staff and from interested individuals in the community. Advisors were trained through seven workshop meetings, and they, in turn, trained additional advisors.

- Major Accomplishments, Issues, and Concerns

Eighteen participants (17 females and one male) completed the program. Participants provided higher quality child care, demonstrated a higher degree of professionalism, improved their time management, and became involved in legislative issues. One participant established a local family day care network and used it to publicize the CDA Credential. The peer support generated in the project prompted one provider to initiate a "buddy system" pairing new candidates with CDAs as mentors. This is considered an integral component of Lansing Community College's training program.

Dissemination of information concerning the funded CDA training program was accomplished through mailings to the child care community and to other child care training programs and through the Office for Young Children, the Central Michigan Association for the Education of Young Children (AEYC), the Association for Child Development, the Cooperative Extension Service, and the Michigan State University's Department of Family and Child Services. The project strengthened existing and created additional networks among organizations and agencies serving children in the area served by Lansing Community College. Prior to the grant, Lansing Community College provided CDA training for Head Start center-based programs. The grant made it possible for Lansing Community College to offer CDA based training to infant-toddler center personnel and family day care providers in the community who were not associated with Head Start.

Challenges addressed in the implementation of the grant included the difficulties experienced by participants who were lacking basic skills and/or who learned them at a slow pace. Also, some candidates were rushed to the CDA assessment process sooner than preferred to comply with the grant's deadline. The large number of advisors made supervising and checking them for quality and consistency difficult. Lansing Community College noted that individual readiness is critical to the success of training quality providers and that CDA's focus on the individual helps to ensure success. The college also noted that the advisor/candidate ratio should be low to ensure individualized support and success.

MASSACHUSETTS BAY COMMUNITY COLLEGE, Wellesley, Massachusetts

Population

Twenty Caucasian and one Hispanic females ranging in age from 25 to 55 years, all involved with family day care, participated in the project. Participants' level of education ranged from some high school to bachelor's degrees and their experience ranged from less than one year to more than ten years. Participants cited the improvement of their child care skills, and free college credit as reasons for participating in the study.

Participants were recruited through a mailing of a Family Day Care/CDA brochure of its licensed providers, in the college's service area, who were on a list from the State Office of Children. Additional recruitment efforts included contacts with Childcare Search (a resource and referral agency), South Middlesex Latin Emergency Services, Framingham's Hispanic churches, the local Head Start program's newsletter, and the Bilingual Education Department of the local school system.

Program

- Design, Implementation, and Curriculum

The training program consisted of three of the five existing Early Childhood Education Certificate courses and a newly created family day care course. The training involved an orientation to the CDA and to child development and was structured around the CDA functional areas. Weekly evening sessions were held on campus, but a second evening with individualized support was cancelled because of poor attendance.

One instructor conducted the classroom seminars and served as the advisor. Specialists presented workshops after the modules were completed by the participants. Some sessions were held in participants' homes which allowed providers to gain ideas from each other. Participants strongly preferred to have class sessions used for sharing and problem-solving rather than for lecturing. A CDA assessment preparation course was offered during the extension period granted to the project to assist participants in completing their portfolio and to encourage center-based child care providers to pursue the CDA.

- Major Accomplishments, Issues, and Concerns

Thirteen participants earned their CDA Credentials. Eight formally withdrew from the program: three cited personal illness, four stopped working as a family day care provider, and one was unwilling to be observed in her work. Participants developed a strong level of support and enthusiasm among each other which continued after the completion of the training program. They believed that the CDA Credential would have little or no financial impact on their family day care businesses and were concerned about the impact on their business due to time lost during their training.

During the grant period, the State Office for Children approved new training requirements for child care center staff and included the CDA Credential as an alternative. However, the CDA Credential is still relatively unknown to those child care providers outside of Head Start. Providers who were interested in professional recognition preferred to pursue an Early Childhood Education certificate or degree. The project received an extension to allow more participants to finish their CDA assessment preparation and to allow center-based providers to prepare for assessment.

UNIVERSITY OF NEW MEXICO - GALLUP CAMPUS, Gallup, New Mexico

Population

Thirty-eight female and four male participants, including 25 Native Americans (14 Zuni and 11 Navajo), 12 Hispanics, and five Caucasians entered the program. The participants ranged in age from 25 to 60 years and in education from some high school (one participant) to some college. Reasons given for participating in the program included a desire to earn a CDA Credential.

Participants were recruited from Head Start centers of the Eastern Agency and the Fort Defiance Agency of the Navajo Tribe, from the Zuni Head Start centers, and from the Mid-West New Mexico Community Project (Gallup and Grants Head Start centers). The Head Start agencies selected their participants for the project and the University of New Mexico - Gallup Campus selected applicants from private preschools and child care centers. Participants were also recruited through providers' meetings, campus radio announcements, and brochure distribution.

Program

- Design, Implementation, and Curriculum

The University of New Mexico - Gallup Campus adapted existing courses to incorporate the CDA competencies, portfolio writing, and program/classroom management. The credits earned in the program varied among the participants. The program consisted of on-campus classes, on-site observations by university staff, individualized training sessions, and short conferences. No participants requested a bilingual specialization.

To support the project, networks were developed with the community, the local newspapers, the McKinley County AEYC, and local child care centers and preschools. Staff on the project attended the McKinley County AEYC and Young Children's Fair. At the conclusion of the grant, project staff were exploring the possibility of designing ongoing training clusters on reservations.

- Major Accomplishments, Issues, and Concerns

Fifteen participants received their CDA Credential and the remaining candidates were still in training. Six participants left the program because of changes in their employment. As an outgrowth of this project, the University of New Mexico - Gallup Campus developed as Associate of Arts Degree in Early Childhood. The project raised community awareness about child care issues and increased the demand for and commitment to CDA training.

Challenges faced in the implementation of this project included the participants' poor academic skills, low education level, and poor child caregiving skills. Also, staff turnover, hiring practices which favored relationships rather than competence, and poor scheduling of training in the centers created problems. Other issues addressed were the cost of training, the large geographic area served, transportation difficulties of participants, problems with advisors, and poor licensing requirements (no license is required for homes with less than five children). The grant concluded with the recommendations that the quality be retained and cost-reducing efforts be employed. Suggestions for this include the use of cluster groups, videotapes, and self-instruction with the maintenance of an on-campus component.

NORTHERN DAKOTA STATE UNIVERSITY, Fargo, North Dakota

Population

Twenty-two participants entered the program. Fourteen females, including two native Americans, and one Native American male completed this program. The education levels of the participants included high school graduates, some with college experience, 2 participants with Associate's of Arts degrees, and five participants with bachelor's degrees. Their work experience ranged from four to 31 years in Head Start programs, family child care, and/or center-based child care. Participants were selected for the program based on an assessment given at a CDA orientation workshop of their knowledge in child care, and their literacy and writing skills. The participants cited career advancement and development, personal growth, and mandates of employers as reasons for their participation in the program.

The program served rural North Dakota and focused on three reservations: Fort Berthold, Fort Totten, and Fort Yates. Participants were recruited through family day care providers, directors, and education coordinators and through mailings to the North Dakota's Association for the Education of Young Children and Head Start programs, including those whose populations consist of Native American children.

Program

- Design, Implementation, and Curriculum

North Dakota State University incorporated an introduction to the CDA and its functional areas into its existing program. Within the 15 credit program, the orientation seminar, portfolio workshop, and the LAT preparation course were offered in Minot, North Dakota, and the remaining courses were conducted at child care facilities across the state which employed the participants. The project used the "LAT Assessment Process" Video and Central Arizona College's CDA training modules to assist the participants. Full tuition scholarships were provided through the grant funds. Support services were provided by the Child Development/Family Science Department, the Family Studies Institute, the Early Childhood Training Center, and the Cooperative Extension Service of North Dakota State University.

- Major Accomplishments, Issues, and Concerns

Fifteen participants received their CDA Credential and four were scheduled for assessment. Information about the project was disseminated through the Early Childhood Training Program, newsletters, and articles in Prairie Children. A benefit of the project was the strong commitment and support system which developed among staff and participants in the project. The male participant credited the CDA for his advancement from a Head Start teacher aide to Director of the Child Development Center at the Affiliated Tribes' Technical College in Bismarck. He, then negotiated with North Dakota State University to provide CDA training for his staff.

Challenges faced in implementing this program included the severe North Dakota winters, which disrupted schedules, and the delay in receiving notification about the grant award. "The commitment and perseverance of the staff and candidates" made it possible to complete the program within the established timeline.

NORWICH UNIVERSITY'S VERMONT COLLEGE, Montpelier, Vermont

Population

The participants in the project included one-third Head Start staff, one-third family day care providers, and one-third center-based providers. A second group of participants consisted of three family day care providers, six Head Start home visitors and six center-based staff. Participants were recruited through the state's child care network, local child care conference, and the state NAEYC affiliate. They were also recruited through workshops on the CDA, a booth at the AEYC conference, and contacts with the local Head Start agencies.

Program

- Design, Implementation, and Curriculum

The program consisted of a three credit course followed by intense field supervision and support.

- Major Accomplishments, Issues, and Concerns

Ten participants earned their CDA Credential and eight were completing the assessment process. Of the participants who did not complete the program, seven left child care, four experienced family problems, one worked at a center which closed, and one left her center. One center-based CDA was hired to develop and operate a hospital- sponsored child care center and to train its staff. A Head Start home-visitor CDA was promoted to parent involvement coordinator for a three county area. A family day care provider CDA was employed as one of the four licensing specialists for the state of Vermont, while another created a fifteen provider network and contracts to do child care for the state.

The project created visibility for the CDA outside of the Head Start system in Vermont, so that state agencies viewed it as a viable training option for improving child care quality. The project received additional funds from Vermont to train 35 advisors in communities across the state and to assist with CDA assessment fees for child caregivers. The project received a second grant from the Department of Education to assist providers serving children with special needs to earn their CDA Credential.

RED ROCKS COMMUNITY COLLEGE, Lakeland, Colorado

Population

Forty-two Caucasians participated in the program. Their educationals backgrounds included 1 with a General Education Diploma (GED), 32 with high school diplomas, 6 with college degrees, and 3 with graduate degrees. The population served by the college is mostly middle-class Caucasians, with African-Americans, Asians, Hispanics, and Native Americans comprising seven percent of the population.

Participants were recruited in two stages. The first group, which was less successful, was solicited through social services programs (e.g., WIN, WIC, and JTPA). Participants from this group joined in response to agency pressure or to improve their knowledge, skills, and/or income. The second group consisted of people who learned of the program through their child care associations, newsletters, and news releases. These participants were motivated to participate by their desire to increase their skill levels and to demonstrate competencies.

Program

- Design, Implementation, and Curriculum

Red Rocks Community College utilized existing family day care courses and established early childhood courses on developmental stages, nutrition, and classroom management. Specialized workshops were developed to address communication issues, CPR and first aid, portfolio development, ,and the family day care business. Individualized consulting and training were provided by the program coordinator. The program consisted of 90 clock hours of classroom training, an internship of 160 hours with experienced family child care providers, and support groups.

Tuition and assessment fees were funded through grant and the Joint Partnership Training Act (JTPA) scholarships. At the end of the funding period, Red Rocks Community College was considering the possibility of awarding college credit for the entire CDA training program. The ongoing training program includes a Big Sister program to provide a peer support system for new providers-in-training.

- Major Accomplishments, Issues, and Concerns

Sixteen participants completed the program and received their CDA Credential. The graduates of the program created a state CDA association and organized a meeting at NAEYC's national conference to initiate a national CDA association. Red Rocks Community College established a toy and infant equipment lending library.

The college staff on the project worked with the local services department to develop a policy of higher reimbursement rates for subsidized care to providers with CDA Credentials. In conjunction with this, all participants who earned their CDA Credential through this program agreed to accept children with social services subsidies, which increased the number of slots for children from low income families.

Staff members presented workshops and participated in panels on CDA training at local association meetings and at state and national family day care conferences. They also did presentations at a regional conference at Head Start and at NAEYC's annual conference. Red Rocks Community College disseminated information about the program through a statewide newsletter and, then, developed a network to share experiences, curriculum, and ideas among other colleges, agencies and organizations involved in CDA programming. This network assisted CDA's in initiating the state and national CDA whose mission is to educate the public about the CDA Credential and encourage providers to seek it.

Challenges faced by Red Rocks Community College included the adjustment of expectations that welfare recipients could be trained as self-sufficient family day care providers in a seventeen month period. Many of these participants lacked basic reading and writing skills, self-confidence, and self-esteem. Another challenge was the problem encountered with transportation across long distances. In addition, the start date for the project was delayed because of the participants problems, the replacement of the project coordinator, and the late notification of the grant award.

Reasons participants did not complete the project included licensure problems, a criminal investigation (one participant), feelings of inadequacy to complete classwork or the portfolio (several providers), and requests to leave the project because of inadequate skills or inappropriate attitudes accompanied by a lack of effort to change. Three participants moved and three left the program when caseworker pressure lessened or their welfare benefits were terminated. Time presented a barrier for participants who needed to continue to work toward their assessment beyond the limits of the project. Colorado lacks a license structure which licenses the facility rather than the child care provider.

Red Rocks Community College recommended that people be required to have at least two years of experience with children prior to enrolling in a CDA training program and that parents be educated to advocate for providers obtaining a CDA Credential.

SAN JUAN COLLEGE, Farmington, New Mexico

Population

The program participants included twenty-five female child caregivers between the ages of 20 and 50. Participants were recruited through local Head Start Centers. All participants held a high school diploma or a Graduate Equivalent Diploma (GED) and were employed as teachers or aides in Head Start Centers which served children in poor, geographically isolated, rural Native American communities. All participants were highly motivated and finished the program, though completion dates varied.

Program

- Design, Implementation, and Curriculum

The existing early childhood courses at San Juan College already incorporated the CDA competencies, included a field component, and required portfolio writing. The program utilized the portfolio as a vehicle for self-reflection and self-teaching. Participants were encouraged to document the folk wisdom of Native American preschool teachers in portfolios which were evaluated with more attention to content rather than grammar. The program also incorporated stories and ceremonies into the curriculum. Advisors encouraged innovation and entrepreneurial skills in the participants. Advisors provided industrialized instruction for participants and coordinated the efforts of Head Start administrators and San Juan College faculty.

- Major Accomplishments, Issues, and Concerns

All twenty-five participants completed the program. Portfolios were used as shooting scripts for training videos. Grandparents were incorporated into the CDA process as storytellers. The program merged Native American tradition with modern corporate success stories (e.g., In Search of Excellence) and quality early childhood practice. The project increase the number of Head Start staff with the CDA Credential. Dissemination of information about the project was accomplished through the San Juan College television station, the development of a set of training videos, and the college's magazine.

This project addressed the challenge of program delivery to a geographically isolated (e.g., some participants lived 150 miles from the college library) and culturally different population. By developing a strong on-campus base, San Juan College adapted standard operating procedures to facilitate long distance delivery of field-based training while attending to multi-cultural differences of participants. For most participants, English was a second language which could have been a barrier to developing the portfolio; however, the project created an analogy between portfolio development and storytelling which incorporated a "write as you speak" format. The portfolio became a strength of the program.

Other challenges addressed in the project included the limited access of Native American child care providers to mainstream early childhood education practices and the significant discrepancies between their child-rearing practices and current concepts of quality care.

COLLEGE OF SOUTHERN IDAHO, Twin Lakes, Idaho

Population

Thirty-one participants between the ages of 18 and 70 entered the program. Participants were recruited through the College of Southern Idaho's existing child care networks and through collaboration with Head Start agencies, CSI child care center, and a United Way Child Care Center. The majority of participants were Caucasian with two being Hispanic. The participants' educational levels ranged from partial high school to a bachelor's degree. Reasons given for participating in the program include the opportunity to earn a CDA, to increase one's knowledge of early childhood education, to improve as a teacher, to be prepared to own a day care center and to work toward an early childhood degree.

Program

- Design, Implementation, and Curriculum

Some participants enrolled only in the five CDA classes they needed to be child care aides or assistants.

- Major Accomplishments, Issues, and Concerns

At the completion of the project, two participants received their CDA Credential and 33 were in the process of completing their portfolios. Of the 22 Head Start participants, one received her CDA Credential and the others were terminated by the Head Start agency. Reasons participants gave for leaving the program included financial and personal problems.

SOUTHSIDE VIRGINIA COMMUNITY COLLEGE, Alberta, Virginia

Population

Twenty-four females between the ages of 19 and 57 were enrolled in the program through two recruitment efforts across an economically disadvantaged rural area of ten-counties. Participants were recruited first through church and radio announcements and at grocery stores. Participants were then recruited by child care center referrals. Participants consisted of 12 Caucasians, 10 African-Americans, one Hispanic, and one Italian. Their education levels ranged from GEDs to a master's degree.

Program

- Design, Implementation, and Curriculum

Participants from the first recruitment attended day classes held on campus three times a week. These classes addressed the CDA competency areas. The project utilized the college's 24 credit curriculum in early childhood studies in a flexible manner. In addition, advisors worked with participants individually during their internships at their respective child care centers. Participants from the second recruitment were full-time child care workers and attended classes during the evenings and on Saturdays. The faculty also conducted seminars and workshops for participants at centers during children's nap time while substitutes cared for the children. This approach was incorporated into the college's regular early childhood program.

- Major Accomplishments, Issues, and Concerns

Sixteen of the participants in the program earned their CDA Credential. Six students completed 24 semester credits and received their child care certificate. The project resulted in the establishment of a child care network in the region, increased community and parent involvement in child care issues, and generation of new ideas for higher quality child care. Several centers reconstructed their programs or remodeled their facilities to make them more effective places for caregiving.

> "One of the most significant accomplishments of the project was the creation of an awareness among the community, the parents, and child caregivers that the quality of learning opportunities for young children affects their growth into well-adjusted adults, ...enabling each parent to carefully assure the skills of each caregiver in the child care centers before entrusting their children. Parents in the region are now looking for the CDA Credential among center staff as proof of quality care."

Child care providers, not in the program, expressed an interest in attending morning childhood education classes prior to proceeding to respective centers.

Issues faced in the implementation of the project included the need to secure transportation for participants and the need to find capable and reliable parent community representatives. Also, Southside Virginia Community College faced difficulties in finding funds for participants whose family income level made them ineligible for CDA Scholarships and whose spouses would not provide finances for the CDA training or assessment.

GROUP III
CDA TRAINING AND ASSESSMENT PREPARATION FOR GEOGRAPHICALLY ISOLATED POPULATIONS

ALAN HANCOCK COLLEGE, Santa Monica, California

Population

The project consisted of 20 female participants between the ages of 20 to 58. Fourteen of the participants were Hispanic, five were Caucasian, and one was Afro-American. Their education levels ranged from a General Equivalency Diploma (GED) to an Associate of Science degree. Participants' child care experience ranged from four months to 15 years. Sixteen participants were employed in centers serving three- to five-year old children, and four participants were working as family day care providers.

Participants were recruited in both southern San Luis Obispo and northern Santa Barbara counties through newspaper announcements, college classes, Head Start sites, and the Economic Opportunity Commission. A rating system based on written applications and interviews was utilized for selecting participants.

Program

- Design, Implementation, and Curriculum

The four-credit curriculum program spanned two semesters and one summer. Classes were held weekly on-campus with additional training given in cluster meetings at Head Start sites during the summer. Students developed their portfolios during the cluster meetings, with instructors visiting them biweekly.

- Major Accomplishments, Issues, and Concerns

Twenty students earned their CDA credential. Prior to the establishment of the program, minimal training opportunities were available in the communities. Alan Hancock College's program was published in the Journal of the Association of Community College Trustees which resulted in numerous requests for information. Information concerning the program was also disseminated through the college and local newspapers.

Five of the participants requested assessment for the CDA bilingual specialization, but a qualified advisor was not available. Alan Hancock College utilized a well-structured advisor travel system and budgeting process to cover the cost associated with the extensive geographic area served by the project. Participants left the program for a variety of reasons including job change, home relocation, and program intensity. The project concluded with concern about future funding to continue CDA training and assessment support.

UNIVERSITY OF ALASKA SOUTHEAST, Juneau, Alaska

Population

Forty-seven Native Americans, including Head Start staff, from isolated areas in southeastern Alaska participated in the project. Candidates were observed and then selected through an evaluation process that involved personal interviews and meetings with a CDA national representative and with a parent advisor.

Program

- Design, Implementation, and Curriculum

The thirteen credit curriculum addressed the CDA Functional Areas in 65 class hours over a ten-week period. Students met in cluster classes on Saturdays. Mornings were devoted to lectures, and afternoons were spent on portfolio development. In addition, advisors met with students for individual instruction. The University of Alaska developed ten self-study packets, established satellite-assisted audio-conferencing by telephone, and utilized field-based advisors and instructors. Advisors were trained in the use of self-study packets, and an advisor's manual was developed. The total project amassed $92,000 in available funds from a variety of sources, including federal grants, tuition fees, and other contributions.

- Major Accomplishments, Issues, and Concerns

At the conclusion of the grant, three participants were awarded their CDA Credentials, fifteen applied for assessment, and the remaining participants continued assessment preparation. The grant enhanced the capability of the University of Alaska Southeast to provide trained staff for day care facilities. Information concerning the project was disseminated through newsletters and local newspapers, with three providers being recognized in feature articles. The major issue confronted in this program concerned initial communication with many Head Start staff members who live in areas only accessible by airplane or ferry.

DULL KNIFE MEMORIAL COLLEGE (Northern Cheyenne Tribe), Lame Deer, Montana

Population

Participants in the project included 16 females and one male, several being Head Start staff from the Northern Cheyenne Reservation. Recruitment was conducted through Head Start agencies. Participants cited a desire to earn a CDA and the prerequisite for future employment as reasons for entering the program.

Program

- Design, Implementation, and Curriculum

Dull Knife Memorial College utilized Diane Dodge's, Caring for Children Curriculum, as the text for the training. Participants attended four-hour on-campus classes each week, extending from January through May. In addition, participants received training through videotaped lectures and individual instruction with ivisors.

- Major Accomplishments, Issues, and Concerns

All 17 participants received their CDA Credentials. Some participants required a time extension to complete the requirements for their CDA Credentials. Fourteen participants continued their education toward an Associate of Arts degree. At the conclusion of the program, participants exhibited enhanced self-esteem and self-confidence and developed positive attitudes and a sense of pride. In addition, those responsible for implementing the project were committed to resolving difficulties, producing a tremendous sense of accomplishment.

The CDA grant and the subsequen program generated great excitement and support for an on-going CDA program at Dull Knife Memorial College. The program was continued with funds from the college and the Montana CDA Scholarship Fund. Dissemination of information concerning the project was accomplished by word of mouth, through the use of posters, and through publicity at the college's career day booth.

Major issues facing the project included convincing participants and Head Start supervisors to recognize the need to schedule CDA training as a priority, assisting participants in structuring training needs around family demands, and assisting participants in coordinating their training requirements with full-time work demands. The project received a time extension for completion. The project director continued to encourage dropouts from the grant project to pursue the CDA Credential.

KERN COMMUNITY COLLEGE, Bakersfield, California

Population

Twenty Caucasian participants from a rural area participated in the program. Participants' educational levels ranged from a high school education to an Associate of Science degree. Participants were recruited through mailings to child care providers in a tri-county area.

Program

- Design, Implementation, and Curriculum

Kern Community College offered the program through its Community Connection resource center which provides CDA training, child care equipment, and a toy lending library for family day care and child care providers in a tri-county area. Participants attended cluster seminars and watched videotaped lectures (developed by Oklahoma City College). They completed home study assignments covering CDA functional areas and developed writing and observational skills. Instructors reviewed home study assignments and conducted training activities with participants during on-site visits.

- Major Accomplishments, Issues, and Concerns

Eighteen candidates received their CDA Credentials. One provider failed to complete the program because she felt she was not ready for training and that she was too busy to complete the portfolio. As a result of this program, Edwards Air Force Base initiated a program on the base for its child care staff and used one of the newly credentialed caregivers as an advisor. The program produced personal growth in participants, more highly skilled caregivers for the community, and heightened awareness concerning child care quality in neighboring communities. The dissemination of information concerning the project was accomplished through public service announcements and networks with professional groups. Kern Community College reported that the instructor's time was unduly consumed by the extensive travel required to support participants.

NORTHWEST INDIAN COLLEGE, Bellingham, Washington

Population

Fifteen Lumni Indians, including both new students and those reviewing their CDA's, participated in the program. Several of the candidates had their GED's and were employed in Head Start Programs or in tribal schools. Recruitment of the participants was conducted through the Head Start Regional Office and through contacts with individual Head Start program sites. Participants were accepted into the program based on their demonstrated motivation to complete the program.

Program

- Design, Implementation, and Curriculum

The program was tailored to the individual needs of the participants. It utilized Northwest Indian College's Early Childhood Lab on Wheels and included both workshops and individual tutoring. Participants (in groups of two to six participants) attended classes for an eleven-week quarter. The project staff and Head Start supervisors worked diligently and closely with the participants to support them throughout the program.

Northwest Indian College took its program to the students by driving their van to ten cluster groups serving fourteen Head Start centers. The project staff worked with individuals until each participant was ready for the CDA assessment. The college developed videotapes to supplement the classes and sponsored a two-day creative arts workshop. A CDA tutor met with participants at neighboring Native Nation between monthly college classes to assist with course work, listen to participants' needs, and help with portfolio development.

- Major Accomplishments, Issues, and Concerns

Fifteen participants during the first year and five participants during the second year were awarded their CDA Credentials. Participants reported feeling more self-confident and more effective in using age-appropriate activities to prepare children for school. Successful participants were trained to be tutors to assist future participants in their CDA assessment preparation.

The program at Northwest Indian College was reported in Tribal College, a journal addressing issues pertaining to Native American education. The project successfully addressed issues related to initiating the program, providing instructors and advisors for a largely dispersed group of participants, and compensating for candidates lack of proximity to public libraries.

OGLALA LAKOTA COLLEGE, Kyle, South Dakota

Population

Nineteen females and one male participated in the program. Participants ranged in age from 28 to 68 years, with educational backgrounds ranging from the GED to an Associate of Arts degree.

Participants were eligible for the program if they were center-based child care providers with at least two years of experience. All applicants were interviewed and selected to enter the Early Childhood Child Development Associate/Associate of Arts degree program based on a rating scale designed to determine both interest and need for training. Participants reported that they enrolled in the program to increase their knowledge of young children and ability to work more effectively with children and their parents.

Program

- Design, Implementation, and Curriculum

The program was highly individualized to meet each participants' needs. The program consisted of satellite-assisted audio-conferencing by telephone and cluster training. Instructors and advisors traveled to meet participants in their communities, with isolated participants being transported to training sites. Prior to the project Oglala Lakota College and the Oglala Sioux Tribe provided child care training through local Head Start and Parent/Child Centers. The existing degree program was modified to incorporate portfolio development and an introduction to the CDA.

- Major Accomplishments, Issues, and Concerns

Oglala Lakota College worked closely with the Oglala Sioux Early Childhood Component to prepare the grant for the early childhood education/CDA training program. As a result of participating in the CDA funded project, the college was able to enhance its existing early childhood education program. The participants in the program reported that they experienced increased self-esteem and felt motivated to continue their study to earn a degree. The program resulted in the availability of higher quality care to the children whom the participants served.

Information concerning this grant was disseminated through articles in the Lakota Times and the Rapid City Journal, radio announcements, conference presentations, interpersonal networks, and posters. The instructor and participants broadcast several programs addressing the developmental needs of young children on radio station KLII during the Week of the Young Child.

Issues which the project successfully addressed included the transportation and staffing difficulties created by the large geographic distances covered the project. The project experienced problems in securing qualified instructors and advisors. Participants encountered pressures from full-time jobs and family responsibilities. Sufficient funds were not available to continue the full-time early childhood education college training program beyond the grant funded interval.

OKLAHOMA CITY COMMUNITY COLLEGE, Oklahoma City, Oklahoma

Population

The program consisted of 25 participants, with the majority being Cherokee Indians.

Program

- Design, Implementation, and Curriculum

A thirty- credit hour CDA preparation program was compressed into two six-credit hour courses for this project. An optional portfolio development course was available for participants. Participants met in extended Saturday classes for eight weeks or biweekly for sixteen weeks. The courses were designed to be approximately fifty percent classroom instruction and fifty percent laboratory experience. The laboratory sessions were designed to each student's unique day care setting, and classroom instruction was held in a central location. Also available to students were videotapes developed by Oklahoma City Community College.

- Major Accomplishments, Issues, and Concerns

Ninety percent of the participants completed the program. Five participants continued their education toward earning an Associate of Arts degree. The videotape programs developed at Oklahoma City Community College were made available to other colleges for incorporation into CDA training programs.

Participants had difficulty with the reading level of some of the materials required for the course work. Other issues addressed by the project included the lack of role models and qualified advisors for participants and recruitment difficulties encountered in securing advisors to serve in large geographic areas. Additional problems included replacing advisors who proved to be ineffective instructors and convincing the Board of Regents to approve the awarding of credit for off-campus courses.

Oklahoma City Community College reported that the program could have been more cost effective if larger numbers of students were enrolled, or if more CDA Scholarship money was available. Participant attrition was due to job changes, personal relocations, unreliable transportation, and family problems. Also, participants' class absences led to class failures and eventually to their leaving the program.

ROSE STATE COLLEGE, Midwest City, Oklahoma

Population

Thirty people including eleven Caucasians, three African-Americans, and one Hispanic participated in the program. Participants' educational backgrounds included one with a General Equivalency Diploma (GED), some with high school diplomas, some with college credit, one with a nursing degree, and one with a bachelor's degree. Some participants had attended Oklahoma Training for Child Care Careers or Head Start inservice training, and all had experience as child care teachers or aides, or as Sunday school teachers.

Participants were recruited through mailings to every provider and child care center in Northwestern Oklahoma. Self-selection was encouraged, but participants were required to sign a letter of commitment to the project after the third class. Participants cited desires for additional education and for an increased knowledge of young children and personal satisfaction as reasons for attending. Others stated that they wanted the CDA Credential to generate parent confidence and to gain self-confidence in their child caregiving skills.

Program

- Design, Implementation, and Curriculum

Training sites, to which participants travelled, were established in three locations. Participants earned eleven credits by attending classes held one evening per week and on Saturdays over an eight-week session. The existing early childhood education curriculum was utilized, incorporating portfolio and professional development in the Introduction to Child Development course. Portfolio writing was integrated into every course and was fully supported by every instructor and advisor.

Community members who had extensive training in early childhood education and who attended a half-day CDA advisors' training session became advisors for the participants. Extensive in-kind services were combined with the federal grant of $80,000 to make more resources available to participants. Advisors were paid $50.00 per candidate and were provided with in-kind services.

- Major Accomplishments, Issues, and Concerns

Fifteen participants were awarded their CDA Credential with additional participants preferring to seek a degree. Rose State College developed a series of videotapes that have been made available to local family day care providers. Local staff worked hard to support candidates throughout the credentialing process. An extensive child care network was develpoed through the community interest and support of the project. Local newspapers carried articles about the project and a local bank hosted a reception for participants who were awarded their CDA Credential.

Critical issues faced in the implementation of the grant included the need to realign the budget to address the underestimation of the cost and extent of advisor travel. Also, little child care training was available in the area and many were eager for the training but were unable to participate in a program of this length. In addition, several participants' husbands would not permit them to travel to Oklahoma City to attend a conference in partial fulfillment of the professional component of the credential.

Several participants who sought CDA Scholarship funds were disqualified because of their husbands' incomes. Three participants left the program: two noted that the program failed to meet their needs and one stated that she lacked the support of her facility's director. The project included in its recommendations the need for additional funds for training, and instructors with early childhood education and development backgrounds, and advisor training and support.

SALISH KOOTENAI COLLEGE, Pablo, Montana

Population

Twenty-three females ranging in age from 21 through 51 years participated in the project. Fourteen participants were members of the Salish and the Kootenai Tribes (32% of whom lived below the poverty rate, 40% of whom were high school graduates, and 60% of whom were under age 24) and nine were Caucasians. The educational backgrounds of participants ranged from some high school experience to a bachelor's degree in Early Childhood Education. Participants had worked between one and fifteen years in the early childhood field.

Recruitment of participants was conducted through newsletters, local Head Start Centers, publicity on SKC Day, the SKC Day Care Center staff, and flyers to current SKC students. Reasons given for participation included a desire to meet the needs of children, career advancement, personal or professional growth, and requirements for job maintenance.

Program

- Design, Implementation, and Curriculum

Salish Kootenai College offered an open-entry and open-exit, 26-credit program. Six CDA-modified courses were included in the one-year, 45 credit certificate program. One instructor taught the courses and served as the advisor to all but one participant. A strong cultural component was merged into the CDA program and materials were screened for stereotypes and biases. The program included both small-group classroom and individualized instruction. Advisors were recruited from throughout the community and included staff from the county extension office, licensing office, health department, and public schools. Materials developed for the project included videotapes entitled, "Professionalism in Early Childhood", from a program aired on the local PBS station, with an accompanying instructor's guide.

Tutors were made available to students experiencing reading difficulties. The college developed techniques to match the participants learning styles, including an evaluation approach which included culturally-appropriate criteria. The college received $79,562 in federal funds and contributed $23,230 to the project.

- Major Accomplishments, Issues, and Concerns

Nine participants received their CDA Credential and three candidates were scheduled for the following year. Salish Kootenai College and the tribes worked closely together to develop intercultural understanding and respect. Participants reported, as a result of the program, they felt enhanced self-esteem and were better prepared to encourage parent involvement. Six participants did not complete the program. Participants were highly motivated with those leaving the program citing personal move, physical disabilities and transfer to another college as reasons.

Outreach efforts included the participants' establishment of child care networks and of a local chapter of the Montana Association for the Education of Young Children. Information was distributed both locally through newsletters, and workshops, and nationally to other colleges and community organizations. An article about the program was published in a local newspaper, and a local bank held a banquet in honor of the CDA Credential recipients. Salish Kootenai College sponsored a "Week of the Young Child" program, "A Child's Day in the Park", and the reservation's first early childhood conference titled, "Good Beginnings Never End." The College presented its workshop on cultural relevancy at a state early childhood conference.

Issues faced in the implementation of the project included administrative demands, long distances (closest college was 200 miles from the reservation), severe weather conditions, and the conflicting needs of CDA candidates and one-year certificate students. The limited number of staff restricted the program to center-based providers. Participants experienced difficulties with their literacy levels, motivation, time management and knowledge of young children. Recommendations from this project focused on the need to increase the staff assigned to the project to two instructors and advisors, a curriculum coordinator, and an administrator.

SAN JUAN COLLEGE, Farmington, New Mexico

Population

Forty-five Jicarilla Apache, Ute, and Navajo Indians between the ages of 25 and 45 years were recruited through local Head Start centers. Participants were nominated by the Head Start centers and screened by San Juan College. Head Start had mandated CDA training for its staff but the college encouraged candidates to enroll for their own personal and professional growth, and several participants indicated that they had a personal desire to earn their CDA Credential. Head Start funded 20 participants' assessments, JTPA (Joint Training Partnership Act) funded all expenses for 16 participants, and the tribes assumed the remaining costs associated with the tuition, books, and fees for the participants. Students paid for their own transportation, but those who needed assistance were helped by tribal agencies.

Program

- Design, Implementation, and Curriculum

The curriculum drew on the tradition of storytelling and ceremony to assist the participants in expressing their knowledge, understanding, and competencies through their unique learning and writing styles. The staff assisted the participants in developing portfolios "in their own voice." The classes were conducted on-campus. The program was designed to be flexible, to adapt to the unique needs of the population.

- Major Accomplishments, Issues, and Concerns

All forty-five participants were awarded their CDA Credentials. San Juan College successfully incorporated tradition into the curriculum to assist the participants in both their training and their portfolio development. Participants developed a spirit of trust and cooperation, through increased self-reflection. Participants, centers, and administrators developed an increased willingness to experiment with new procedures. The program time frame worked well given the problems facing the participants. Information about the project was disseminated through SJC-TV and videotapes developed prior to and during this project. Prior to the grant, San Juan College had produced 15 CDAs over a 15 year period.

Major issues faced by the project included participants' difficulties in portfolio preparation due to limited educational backgrounds and use of English as a second language. Also, many participants had no telephones which resulted in the need for careful scheduling with advisors. The participants matched nearly every demographic characteristic predicting failure (i.e., English speakers of other languages, poverty, single parents, new mothers, high school dropouts, and families at risk) yet all finished the program successfully.

SINTE GLESKA COLLEGE, Rosebud, South Dakota

Population

Twenty-one child caregivers, 17 females and 4 males ranging in age from 23 to 68 years, participated in the project. A few of the participants were Caucasian but the majority were from the Rosebud Sioux Reservation which encompasses over 5,300 square miles over a four county area. Participants' educational backgrounds ranged from the GED level to college degrees, and their work experience included being Head Start or Home Start teachers, aides, or cooks.

Participants were recruited through the local Head Start agency. The priority for acceptance was teachers, followed by aides, and then parents, Home Start staff, and other interested persons as funding permitted. One participant was self-funded.

Program

- Design, Implementation, and Curriculum

Participants met weekly on campus in both cluster classes and summer classes. The program consisted of fourteen class hours, 51 observation/practicum hours, and weekly orientations. The original program design was closely coordinated between Sinte Gleska College and the Rosebud Sioux Head Start program. Funding sources included the $77,000 from the federal government with a $26,000 in-kind match from the college, Pell Grants, and assessment fees from Head Start.

- Major Accomplishments, Issues, and Concerns

Fifteen participants received their CDA Credential and six were preparing to receive their credential after the ending date of the project. Most of the participants continued their education towards as associate's degree. An Associate of Arts degree program was incorporated into Sinte Gleska's curriculum at the beginning of the grant and a modified CDA program was added to the regular program. Information concerning the project was disseminated through newsletters, the Tribal College, the Lokata Times, the Todd County Tribune, and the reservation radio station.

Issues faced in the implementation of the project included the need to address the literacy level of the participants, the difficulties created by large distances, and the transportation needs (head Start provided transportation during the summer). The project required extensive administration time, participants experienced personnel problems at the centers, and confusion existed concerning the grant start date. The local Head Start program experienced administrative changes which produced lessened support for the project and cultural differences needed to be resolved. The project recommended the continued close cooperation between the college and the tribal early childhood programs and the need for successful CDA candidates to be encouraged to continue their education.

ULSTER COMMUNITY COLLEGE, Stone Ridge, New York

Population

Forty females ranging in age from 25 to 55 years, many of whom were at once migrants and who cared for in-stream migrant children in ten rural counties, participated in the project. The participants included 22 Caucasians, 12 African-Americans, five Hispanics, and one Native American withchild care experience ranging from one to five years, working primarily with migrant children.

Participants were recruited through information sessions at Head Start program sites. Priority for selection was given to Head Start program sites. Priority for selection was given to teachers who were required to meet the Head Start mandate for training. Participants were self-selected and noted program accessibility, enhancement and recognition of skills, career advancement, job security, interest in providing high quality care, academic support, and college credit as reasons for entering the program.

Program

- Design, Implementation, and Curriculum

The program consisted of a four to eight credit program with on-site observations, individual and group training, training and support cluster sessions, independent study modules, correspondence assignments, and peer networks. It also utilized audiotapes, telephone sessions, and the sharing of videotaped cluster training sessions with follow-up telephone conferences. Participants were linked to local resources to facilitate training. Funding sources for the project included $71,200 from the federal government and a $21,900 in-kind contribution from Ulster Community College and the New York State Agricultural Child Care Programs.

Individual training plans were developed by trainers and participants. Participants who needed additional support were referred to the College Skills Center and the Writing Place. The trainer travelled to participants at centers and developed "off season" training plans.

- Major Accomplishments, Issues, and Concerns

Twenty-eight participants earned their CDA Credentials. Fifteen participants earned the credential for infant/toddler programs and 13 for preschool programs, with one earning a bilingual specialization. The population served by the project required the development and delivery of a flexible program. Unique issues addressed in the project included the seasonal opening of centers, training for the exceptional needs of migrant children, transportation needs for the large distances, limited accessibility to training for caregiver's negative experiences as migrants, participants' reluctance to approach an educational institution, and low self-esteem.

Retention of participants was affected by family difficulties, self-exclusion due to perceived barriers with time commitments outside the worksite, and lack of confidence in the process. The project recommended that continued personal and innovative CDA training be made available to the migrant population.

TRAINING RESOURCES

The following list of resources was generated by the CDA training and assessment support demonstration grants. The materials listed have not been reviewed and are not to be seen as recommended materials. Futhermore, some bibliographic entries are incomplete.

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Medical Selfcare
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Tribal College

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Developmentally appropriate practice: Birth through age 5. NAEYC.

Discipline: Appropriate guidance of young children. NAEYC.

Environments for infants and toddlers. NAEYC.

Johnson & Johnson Parenting videos. Jacksonville, FL.

LAT assessment process video (used in LAT workshop). Developed by and available from CDFS Dept., NDSU.

Life's First Feelings. Deerfield, IL: Coronet Film & Video.

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Prevent the Spread of Infection in Your Childcare Center! Augusta,GA: Infection Control Educational Video

Spoonful of Lovin'. Denver, CO: Instructional Television.

Seeing Infants with New Eyes. NAEYC.

White, B. Babies and child care. NAEYC.

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Audiotapes

Bank Street safety tapes. New York: Bank Street College.

Safe at home: Fire, water, and ingestion safety. Los Angeles, CA.

Preschool Song Kit. Pasadena, California.

Slidetapes

Beaty, J. CDA portfolio.

In our care. Los Angeles, CA: Resources for Infant Educarers.

Pamphlets and Brochures

Child care education series. Frank Porter Graham Child Development Center.

CDA Modules. Central Arizona College (center-based and infant/toddler).

Child Development Pamphlets. Ten packets which address most of the CDA Competencies and include simple graphics. University of Minnesota.

ECE Safety Curriculum. American Lung Assoc. $15.00 (213) 935-LUNG.

A Family Day Home Care Provider Program. (1987). Texas Agricultural Extension Service: Texas A & M University.

Good Teaching Practices for Young Children. NAEYC $10.00

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MATERIALS DEVELOPED

Videotapes

Front Range Community College

Family Day Care L.M.C.

Oklahoma City Community College

The videotapes were made in the homes of the participants. They present content and examples and are of television quality. Manuals which include activities, examples, content summaries, and pre- and post-tests have also been prepared to accompany each videotape. Titles for the videotapes include:

- Creativity
- Nutrition
- Cognitive Skills
- Physical Abilities
- Language Skills
- Communication w/Parents

- Guiding Children's Behavior
- Promoting Self-Esteem & Social Development, Part I
- Techniques for Promoting Self Esteem and Social Development, II
- Operating a Family Day Care Home
- Providing a Safe, Healthy, and Supporting Learning Environment

Salish Kootenai College

- Supporting Children from Dysfunctional Families, Part I
- Ending the Cycles of Hurt: Supporting Children from Dysfunctional Families, Part II
- Voices of the People, Parts I & II
- Family Structures: The Key to Responsibility
- Cultural Respect and Responsiveness
- Relevant and Diverse Programming

Pamphlets and Brochures

Lakeland Community College

- CDA-FDC Brochure
- Caring/Sharing Newsletters
- Syllabus for 1991 - Child Care in a Family Setting

Oklahoma City Community College

- Learning Packet Operation Day Care Home
- Activities in a Day Care Home

Other

Community College of Denver

Thirteen modules for family day care training

Front Range Community College

CDA Workbooks

John A. Logan College

Thirteen CDA Modules, Mary Ellen Abell
Videotapes of seminar

Salt Lake Community College

Salt Lake Community College collected over forty hours of video tapes to be made into a course presented on video tape. The College has developed a manual to accompany the tapes.

San Antonio College

CDA Files (personal) - Norma Ziegler
Curriculum for college - Norma Ziegler: Topic outlines, suggested reading and activities

GROUP I
COMMUNITY COLLEGES PROVIDING CDA TRAINING TO FAMILY DAY CARE PROVIDERS

Catonsville Community College Rolling Road Catonsville, MD 20228	(410) 455-4236
Chicago City-Wide College CDA Training Project, Family Day Care Dawson Technical Institute 3901 South State Street Chicago, IL 60601	(312) 624-7300 X319/281 Switchboard 624-2595
Compton Community College Division of Human Services 1111 East Artesia Boulevard Compton, CA 90221	(310) 637-2660
Del Mar College Early Childhood Specialist Dept. Baldwin and Ayers Corpus Christi, TX 78494	(512) 881-6316
Des Moines Area Community College Child Development, Bldg. 9 2006 South Ankeny Boulevard Ankeny, IA 50021	(515) 964-6584
Community College of Denver 1111 W. Colfax Avenue, HHS/ECE Box 950 Denver, CO 80204	(303) 556-2466/2472
Dundalk Community College Social Science Division 7200 Sollers Point Road Baltimore, MD 21222	(410) 285-9780
Essex Community College 7201 Rossville Boulevard Rosedale, MD 21237	(410) 522-1380
Feather River College P.O. Box 1110 Quincy, CA 95971	(916) 283-0202
Front Range Community College Family Day Care Provider Training 3645 W. 112th Avenue Westminster, CO 80030	(303) 466-4811 X519

Group I (cont'd.)

Hartnell Community College District Early Childhood Education 156 Homestead Avenue Salinas, CA 93901	(408) 755-6946
John A. Logan College R.R. 2 Carterville, IL 62918	(618) 985-3741 X258
Lakeland Community College CDA Family Day Care Training I-90 and Route 306 Mentor, OH 44060	(216) 953-7219/7313
Long Beach City College Child Development Department 4901 E. Carson Street Long Beach, CA 90808	(213) 420-4549
Miami-Dade Community College CDA Training for FDC Providers 11380 N.W. 27th Avenue, Rm. 2256 Miami, FL 33176	(305) 347-1164 X1444
Oklahoma City Community College CDA Family Day Care Project 7777 South May Oklahoma City, OK 73159	(405) 682-7561
Salt Lake Community College Early Childhood Development P.O. Box 30808 Salt Lake City, UT 84130	(802) 967-4109
San Antonio College of the Alamo District Family Day Care Providers Training 1300 San Pedro San Antonio, TX 78284	(512) 733-2415/2411
Trinity Valley College Child Development-FDC Provider Program Cardinal Drive Athens, TX 75751	(214) 675-6381/6330

GROUP II
COLLEGES PROVIDING CDA TRAINING TO CENTER-BASED, FDC PROVIDERS AND HOME VISITORS

Central Missouri State University Child Development-Home Economics Department Warrenburg, MO 64093	(816) 429-4362
Columbus State Community College S.S. Tech 550 E. Spring Street P.O. Box 1609 Columbus, OH 48215	(614) 227-2597/2596/2635
Gainesville College Office of Continuing Education and Public Service P.O. Box 1358 Gainesville, GA 30503	(404) 535-6319
Greenville Technical College Department of Child Development P.O. Box 5615 Greenville, SC 29606	(803) 239-2969
Guam Community College Academic Education Services P.O. Box 23069 GMF Guam, M.I. 96921	(671) 734-4311
Harrisburg Area Community College Social Science and Public Services 3300 Cameron Street Road Harrisburg, PA 17110	(717) 780-2476
Lansing Community College Department of Social Science P.O. Box 40010 Lansing, MI 48901	(517) 483-1141/1126
Massachusetts Bay Community College Framingham Campus Fay Road Framingham, MA 01710	(617) 237-1100 872-4067
University of New Mexico - Gallup Campus Education Department 200 College Road Gallup, NM 87301	(505) 722-7221

Group II (cont'd.)

North Dakota State University Child Development and Family Studies P.O. Box 5057 Fargo, ND 58105	(701) 237-8281/8268
Vermont College of Norwich University CDA Program College Street Montpelier, VT 05602	(802) 828-8770
Red Rocks Community College Child Care Education 13300 W. 6th Avenue Campus Box 22B Lakewood, CO 80401	(303) 988-6160 X276
San Juan College Early Childhood Education Program 4601 College Boulevard Farmington, NM 87401	(505) 326-3311 325-8219
College of Southern Idaho Vocational Technical Division P.O. Box 1238 Twin Falls, ID 83303	(208) 733-9554
Southside Virginia Community College Arts and Science Division R.R. 1, Box 60 Alberta, VA 23821	(804) 949-7111

GROUP III
COMMUNITY COLLEGES PROVIDING CDA TRAINING IN GEOGRAPHICALLY ISOLATED AREAS

Alan Hancock College 1300 College Drive Santa Monica, CA 93454	(805) 922-6966 x569
University of Alaska 11120 Glacier Highway Juneau, Alaska 99801	(907) 789-4406
Dull Knife Memorial College (North Cheyenne Tribe) P.O. Box 98 Lame Deer, MT 59043	(406) 477-6215
Kern Community College Community Connection-Child Care 2100 Chester Avenue Bakersfield, CA 93301	(805) 322-7633
Northwest Indian College 2522 Kwina Road Bellingham, WA 98226	(206) 676-2773
Oglala Lakota College Human Services Department P.O. Box 490 Kyle, SD 57752	(605) 455-2321
Oklahoma City Community College 7777 South May Avenue Oklahoma City, OK 73159	(405) 682-7561
Rose State College 6420 S.E. 15th Street Midwest City, OK 73110	(405) 733-7228
Salish Kootenai College P.O. Box 117 Pablo, MT 59855	(406) 675-4800
San Juan College Early Childhood Program 4601 College Boulevard Farmington, NM 87401	(505) 326-3311

Sinte Gleska College (605) 747-2263
P.O. Box 490
Rosebud, SD 57570
Ulster Community College (914) 687-5257
Stone Ridge, NY 12484

Appendix B:
The CDA Professional Preparation Program (CDA P_3)

The CDA P_3 is a nationwide network of one-year training courses. It is designed to provide uniform and accessible training for individuals who would like to become CDAs. Instruction in the program is based on *Essentials for Child Development Associates* training curriculum, which divides the study experience for students into three phases: Phase I consists of Field Work; Phase II consists of seminar coursework; and, Phase III is the Final Evaluation. The CDA P_3 curriculum provides a variety of experiences that students can use to build the practical skills needed to successfully become a Child Development Associate (CDA). There are eight areas of study in this curriculum:

- an introduction to the early childhood profession
- observing and recording child growth and development
- establishing and maintaining a safe, healthy learning environment
- advancing physical and intellectual competence
- supporting social and emotional development and providing positive guidance
- establishing positive and productive relationships with parents
- ensuring a well-run program that is responsive to participant needs
- maintaining a commitment to professionalism

The one-year program of study is intensive, involving roughly 480 hours of field work, 120 clock hours of coursework, weekly conferences with instructional personnel and additional hours completing reading and writing assignments.

To enroll in the CDA P_3, and to receive additional information about the program, contact: Director, CDA P3, Council for Early Childhood Professional Recognition, 1341 G Street, N.W., Suite 400, Washington, D.C. 20005-3105, or call: 1-800-424-4310.

Appendix C
What Is the CDA Program?

The Child Development Associate (CDA) National Credentailing Program is a major national effort initiated in 1971 to improve the quality of child care by improving, evaluating, and recognizing the competence of child care providers and home visitors. The CDA Competency Standards, which define the skills needed by providers in specific child care settings, are the foundation of the three-part CDA approach: 1) training; 2) assessment; 3) awarding of the credential.

To date, more than fifty thousand child care providers have received the CDA credential, affecting more than a million young children and involving nearly half a million parents in the assessment of their children's teachers.

The Council for Early Childhood Professional Recognition sets the policies and standards for the CDA National Credentialing Program and awards the CDA Credential. The CDA Competency Standards were carefully developed and validated by the early childhood profession. The proof that a caregiver has acquired and demonstrated these competencies is the award of the CDA credential.

The Council administers the CDA National Credentialing Program. In this role, the Council is responsible for conducting the CDA assessments and for the implementation of policies regarding the CDA Competency Standards and assessment system.

The unique characteristics of the CDA Program serve as a model of innovation in the field of early childhood education. The design of the program is based on the assumption that competence can be demonstrated and that both training and assessment require a team approach with individualized and field-based instruction. Just as the underlying assumptions and philosophy of the Head Start Program have influenced the delivery of child care services in general, the basic concepts of the CDA program have served as a catalyst for colleges and universities to develop and improve their early childhood education programs.

To improve the accessibility of the CDA credential, individuals have the option of choosing either the Council's one-year CDA Professional Preparation Program, or one of the hundreds of other training programs available nationally. If they choose a training program other than the Council's, they would then apply for direct assessment from the Council. This method is called the Direct Route to CDA assessment.

Individuals who acquire the CDA credential are very often motivated to continue their professional education by acquiring an associate's or bachelor's degree in Early Childhood/Child Development. To facilitate and encourage continued professional education, Council-recognized training programs offer post-secondary units of instruction.

For more information on the Child Development Associate Credentialing Program, please call our toll-free number: 1-800-424-4310.